ReCaP

Resource for career practitioners

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SECTION 1
Setting the context

Introduction

Career development is the lifelong process of managing learning and work activities in order to live a productive and fulfilling life. The career development of individuals is both complex and unique, with diverse personal characteristics and life experiences affecting the type and range of opportunities available to them.

A quality career education program is designed to deliver planned learning and activities that help students develop the attributes and skills that will help them make informed decisions about their study and/or work options and to participate effectively in their community. **Career education** incorporates the provision of guidance which helps students form understandings that will provide them with realistic options. It is important to understand that the term **career** incorporates everything a person does in their life – what they learn through participation in cultural activities, work experience, education, parenting, sports, hobbies, voluntary work and paid work. All these roles and activities in life and work can shape their career.

Career practitioners' work in schools and other education and training settings for young people is dynamic and challenging because they work:

- in a constantly changing social and economic environment
- with large amounts of information from many different sources and agencies
- with a wide range of career development needs
- to support students with diverse cultural and Indigenous backgrounds
- to support students with disabilities.

Career work in schools is an area where the information load can be overwhelming and at times confusing. The amount and sources of career-related information require practitioners to be discerning, to give careful consideration to its relevance and value. Another factor to be taken into consideration is that a changing social and economic context can render some resources, information and websites quickly redundant. The Blueprint (formally the Australian Blueprint for Career Development) provides a well researched framework to support the development of programs and activities and the assessment of programs and resources.

Career practitioners in schools and other education and training settings for young people have the challenge to explore and find the best available resources, as well as create and adapt relevant career programs and information or material to suit their students' needs. Due to the considerable demands of the work role, career practitioners often do not have enough time to search for, or develop, high-quality resources.

ReCaP: A Resource for Career Practitioners

ReCaP: A Resource for Career Practitioners is a national career resource that supports the demanding role of school-based career practitioners by providing easy access to materials and up-to-date information about current policies, national and state/territory career and transition programs, and career information resources. For experienced career practitioners, the resource can be a useful aid in organising information. For novices moving into a career support role, this resource can be a useful starting point to increase their career knowledge and to develop their skills.

The importance of career education has been recognised by all jurisdictions informing their policies and initiatives throughout Australia. The work of the Career Industry Council of Australia (CICA) in promoting the importance of lifelong career development and best practice and the Blueprint has informed elements of the resource.

An issues paper developed to inform the Blueprint, Managing Life, Learning and Work in the 21st Century by Dr Mary McMahon, Professor Wendy Patton and Mr Peter Tatham, is available from www.blueprint.edu.au/resources/DL_life_learning_and_work.pdf

How to use this resource

ReCaP has been designed as a support tool specifically for those who provide information, guidance, support and advice to young people for career development. Career practitioners include careers counsellors and educators with some level of training and experience who are supported in the delivery of career development by classroom teachers, VET teachers and student coordinators, and workers in community-based organisations supporting young people.

This resource provides a starting point for practitioners to develop a whole-school/organisation approach to career development programs with reference to the significant changes in Australian Government and state and territory government initiatives. The content included in each of the sections provides the career practitioner with information about current theories and policies relating to career development, and the most up-to-date information about national/state programs, resources and materials. The knowledge and information supports the objective to develop a common national understanding of career development in schools in all sectors.

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An introduction to career development: Learning, earning and living

In the current climate of globalisation, rapid developments in technology and communications and demographic changes it has become evident that the way we live and work is undergoing dramatic transformations.

The idea of what constitutes a 'career' has changed. A career is now seen as the sum total of learning and earning activities, which are balanced against the other family and community roles and leisure activities that a person undertakes throughout life.

Career development may be defined as the complex process of managing life, learning, and work over the lifespan. It is a unique process for every individual and is affected by a wide range of influences such as the character of the individual, the features of the immediate community, and the wider society and environment. Different sets of influences will dominate at different stages of a person's life and will be further affected by random and unpredictable events. Effective career management requires people to be resilient and to respond effectively to change.

In childhood, ideas about life roles and work are expressed in play and are based on the adults with whom children identify strongly. In adolescence, career exploration is based on: identifying interests, abilities, capacities and values; learning about the world of work through observing

adults at work; participating in the workforce; and accessing career information resources and programs.

Parents and family members have a strong formative influence on young people's career development. This influence can be complemented by career development programs that provide young people with information, support, and experiences that foster vocational learning, such as:

- work experience
- volunteering
- involvement in community activities
- paid work
- enterprise activities
- cultural activities
- vocational learning
- learning in core educational subject areas such as English, science, and maths
- sporting activities
- mentoring programs.

However, unless young people are made aware of the knowledge and skills they are developing through these experiences, they are likely to regard them as isolated activities rather than as important experiences and signposts that might help them to determine their preferred futures.

The Australian Blueprint for Career Development is a significant resource for career practitioners developing programs for young people in school or other educational settings. The Blueprint provides a framework that supports the systematic career development of young people through identifying four phases of development and the competencies which young people will experience in managing their career.

The international context

Australian career development practitioners are part of a much larger international community of career development practitioners. Australia's participation in the following initiatives helps practitioners keep up-to-date with and learn from the policies and practices of other countries.

OECD review of career guidance and public policy

The Organisation for Economic Co-operation and Development (OECD) is an inter-governmental organisation based in Paris. It is mainly concerned with benchmarking, so that countries can see how well they are doing in relation to other comparable countries.

In 2002, Australia participated in the OECD Review of Career Guidance Policies, along with 14 other countries. The Review examined how career development services can achieve important policy objectives such as achieving strong labour markets and supporting lifelong learning. The review also identified best practice and innovation in the countries surveyed.

The results of the OECD work have been released in Career Guidance and Public Policy: Bridging the Gap. This report along with other relevant information is available from the OECD website at www.oecd.org

Career Guidance: A Handbook for Policy Makers provides practical tools for policy makers with an interest in creating systems that foster lifelong learning and lifelong career development. It is available for downloading from the OECD website at www.oecd.org

The International Centre for Career Development and Public Policy

The International Centre for Career Development and Public Policy is supported by international and national organisations, such as the OECD, the World Bank and education ministries of Australia, and by a number of national career delivery organisations and associations.

The main purpose of the centre is to facilitate policy learning through the international exchange of knowledge and information concerning public policy and career development issues. The information is sourced through research and proceedings from international symposia on career development and public policy [www.iccdpp.org]. International symposia have been held in a number of countries, including Australia in 2006, with representatives from around the world discussing the impact of career development research on a range of workforce, economic and social policies.

The Australian context

Australian Federal Government initiatives

The National Partnership on Youth Attainment and Transitions
The National Partnership on Youth Attainment and Transitions will deliver the Australian Government's Compact with Young Australians. The agreement has been established to achieve a national Year 12 or equivalent attainment rate of 90 per cent by 2015, provide an education or training entitlement to young people aged 15–24; better engage young people in education and training; assist young people aged 15–24 to make a successful transition from schooling into further education, training or employment; and better align Commonwealth, state and territory programs and services related to youth, careers and transitions.

The current suite of Commonwealth youth, career and transition arrangements are being consolidated and streamlined into four new elements:

1. Maximising Engagement, Attainment and Successful Transitions
   This element will implement strategies to address the reform areas of multiple learning pathways; career development; and mentoring.
2. School Business Community Partnership Brokers
   The School Business Community Partnership Brokers will improve community and business engagement with schools and registered training organisations to extend learning beyond the classroom, increase student engagement, deepen learning experiences, lift attainment and improve educational outcomes.

3. Youth Connections
   Youth Connections will provide an improved safety net for youth at risk through the provision of tailored case management and support to help young people to re-connect with education and training and build resilience, skills and attributes that promote positive choices and wellbeing.
4. National Career Development
   The Commonwealth will maintain responsibility for National Career Development, providing funding for a range of national projects and resources for the benefit of all states and territories, for example the Job Guide and My Future.

The Compact with Young Australians

The Compact will support young people to gain skills through stronger engagement in education and training. It requires young people to complete Year 10 and then to be in full-time education, training or employment; offers a training entitlement to all 15 to 24 years olds; and provides improved support through career advice and better assistance with the transition through school to further training and work.

The Australian Blueprint for Career Development

For career practioners the Australian Blueprint for Career Development is a framework that provides the context for the implementation of career education in schools.

The Australian Blueprint for Career Development (the Blueprint) provides guidelines for helping to integrate and strengthen career development learning in a wide variety of settings throughout the nation. It contains two main components:

- the career competencies that all Australians need to develop in order to effectively manage life, learning and work; and
- processes for planning, implementing and evaluating career programs and resources.

Although the Blueprint has multiple goals, its primary aim is to have users work with the national framework of competencies to create comprehensive, effective and measurable career development programs which help Australians to better manage their lives, learning and work.

The Blueprint was adapted from the Canadian Blueprint for the Life/Work Designs with the support of the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) and Australian Government funding.

The Blueprint competencies are clustered into three areas: personal management, learning and work exploration, and career building. Each has identified competencies which are placed in four phases of the career development process.

The competencies – 4 phases

Competencies	Phase I	Phase II	Phase III	Phase IV
Area A: Personal management				
1 Build and maintain a positive self concept	**1.1** Build a positive self concept while discovering its influence on yourself and others	**1.2** Build a positive self concept and understand its influence on life and work	**1.3** Develop abilities to maintain a positive self concept	**1.4** Improve abilities to maintain a positive self concept
2 Interact positively and effectively with others	**2.1** Develop abilities for building positive relationships in life	**2.2** Develop additional abilities for building positive relationships in life	**2.3** Develop abilities for building positive relationships in life and work	**2.4** Improve abilities for building positive relationships in life and work
3 Change and grow throughout life	**3.1** Discover that change and growth are part of life	**3.2** Learn to respond to change and growth	**3.3** Learn to respond to change that affects your well-being	**3.4** Develop strategies for responding positively to life and work changes
Area B: Learning and work exploration				
4 Participate in life-long learning supportive of career goals	**4.1** Discover life-long learning and its contribution to life and work	**4.2** Link life-long learning to personal career aspirations	**4.3** Link life-long learning to the career building process	**4.4** Participate in continuous learning supportive of career goals
5 Locate and effectively use career information	**5.1** Understand the nature of career information	**5.2** Locate and use career information	**5.3** Locate and evaluate a range of career information sources	**5.4** Use career information effectively in the management of your career
6 Understand the relationship between work, society and the economy	**6.1** Discover how work contributes to individuals' lives	**6.2** Understand how work contributes to the community	**6.3** Understand how societal needs and economic conditions influence the nature and structure of work	**6.4** Incorporate your understanding of changing economic, social and employment conditions into your career planning

Area C: Career building				
7 Secure/create and maintain work	**7.1** Explore effective ways of working	**7.2** Develop qualities to seek and obtain/create work	**7.3** Develop abilities to seek, obtain/ create and maintain work	**7.4** Improve on abilities to seek, obtain/create and maintain work
8 Make career enhancing decisions	**8.1** Explore and improve decision-making	**8.2** Link decision-making to career building	**8.3** Engage in career decision-making	**8.4** Incorporate realism into your career decision-making
9 Maintain balanced life and work roles	**9.1** Explore and understand the interrelationship of life roles	**9.2** Explore and understand the interrelationship between life and work roles	**9.3** Link lifestyles and life stages to career building	**9.4** Incorporate life/ work balance into the career building process
10 Understand the changing nature of life and work roles	**10.1** Discover the nature of gendered life and work roles	**10.2** Explore non-traditional life and work options	**10.3** Understand and learn to overcome stereotypes in your career building	**10.4** Seek to eliminate gender bias and stereotypes in your career building
11 Understand, engage in and manage the career building process	**11.1** Explore the underlying concepts of the career building process	**11.2** Understand and experience the career building process	**11.3** Take charge of your career building process	**11.4** Manage your career building process

The four phases are for use by career development practitioners in identifying personal progress in career development or as guidelines for developing appropriate career development programs and activities for young people.

The phases can be interpreted by practitioners in schools as:

- Phase 1 for primary years students
- Phase 2 for middle years students
- Phase 3 for senior years students.

The matching of levels of education and the four phases is not a prescription and practitioners will need to be fully informed about the Blueprint before making decisions. Knowledge and understanding of local needs will guide the decisions made on the phase/s suitable to inform programs and strategies to be delivered.

The Blueprint identifies performance indicators for each competency at each developmental phase. These performance indicators follow a four-stage learning taxonomy:

1. acquire
2. apply
3. personalise
4. act.

The performance indicators provide a methodology for planning activities for young people to acquire the competencies for the selected phase while allowing for modification to suit local needs. The Toolkit page of the Blueprint website contains samples of worksheets mapped against the Blueprint.

The Blueprint and support is available at www.blueprint.edu.au

Section 3

Enrich your life and inspire others

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Introduction

Successful career development programs rely on the professionalism of the personnel, the quality of the products and services provided and the appropriateness to the needs of the clients. The Quality Assurance for Career Development Industry framework was developed by Career Industry Council Australia (CICA) for career practitioners, including those working in schools and other settings for young people, to work towards the goal of high-quality effective career development programs.

Career practitioners in this rapidly changing environment need to understand the underlying principles of career development and be aware of the international and local trends in career research and practice. They should have current knowledge of the labour market and education and training opportunities.

In this section you will find information on the:

- Professional Standards for Australian Career Practitioners, which support the advancement of a career development culture through a development of common terminology, ethical standards, recognition of qualifications and identification of relevant core competencies
- Guiding Principles for Career Development Services and Career Information Products, which support the continual appraisal of the service and products being used in career development programs
- Career Education Quality Framework, developed expressly for school-based practitioners to assess their current program and develop strategies for improvement
- Australian Qualifications Framework, a national framework of qualifications in the school, vocational education and training (VET), and higher education sectors
- Employability Skills Framework which shows the skills employers identified as important for effective participation in the workforce.

Quality assurance for the career development industry

Over the past four or five years enormous steps have been taken by the **Ministerial Council for Education, Early Childhood Development and Youth Affairs** (MCEECDYA), the Career Industry Council of Australia (CICA) and DEEWR to ensure that the quality of career development services is continuously being assessed and, where appropriate, improved.

Three elements work together in a framework of quality assurance for the career industry (see Figure 1) to ensure that career development practitioners and organisations are mindful of the quality of the products and services they develop.

Figure 1: A framework of quality assurance for the career industry

The framework incorporates the tools needed by practitioners to ensure their career development programs provide quality advice and support to their clients. The three elements of the framework include:

Professional Standards for Australian Career Development Practitioners

In 2006, Professional Standards for Australian Career Development Practitioners were introduced by the Career Industry Council of Australia (CICA). The Standards contain agreed terminology, requirements for membership of the profession including the level of qualifications for entry, a code of ethics, continuing professional development requirements and competency guidelines. The Standards were developed by CICA in wide consultations with career practitioners in a range of sectors and with CICA members to ensure their applicability to practitioners in all settings.

The Standards are being phased in. By 1 January 2012 practitioners will be required to meet the minimum entry-level qualifications relevant to their level of membership, operate according to the code of ethics, and meet continuing professional development requirements.

There are two levels of membership: professional and associate professional - based on relevant qualifications. During the phase-in period of the Standards, a defined Recognition of Prior Learning process has been adopted by member associations. To maintain their status practitioners are required to complete 15 nominal hours of professional learning each year.

The Professional Standards for Australian Career Development Practitioners are an attempt by the industry to develop a culture of professionalism and to assist clients to assess the service being provided. It is envisaged that, over time, public confidence will increase in the quality of career development services, as more and more practitioners meet the Standards. It is also likely that employers, including government departments/agencies may prefer to engage or contract career development practitioners who meet the Standards.

Seven core competencies for practitioners provide a mechanism for recognising the skills, knowledge and experience needed to perform in a range of career development settings, including those in schools or other organisations working with young people. The core competencies are:

- career development theory
- labour market
- advanced communication skills
- ethical practice
- diversity
- information and resource management
- professional practice.

There are also a number of specialisations of assessment including counselling, program delivery, working with people with disabilities, project management and employer liaison.

The competencies also offer practitioners an approach to effectively manage their learning and ensure that they lead a quality career development culture in their school or other organisation.

The Standards and information regarding their development can be downloaded from the CICA website at www.cica.org.au

Guiding Principles for Career Development Services and Career Information Products

Guiding Principles for Career Development Services and Career Information Products have been developed by CICA. They form another important part of the quality framework for career development in Australia. The Guiding Principles encourage career development service providers and career information producers to continuously improve and confidently promote the quality of their career development services and career information products.

The Guiding Principles are intended to enhance the quality of career development services and career information products by providing a framework against which career development service providers and career information publishers can assess and evaluate their processes and products.

The Guiding Principles are an important step on the journey towards quality standards across the career industry.

The Principles can be applied in a variety of ways. CICA and member organisations may use them to formally endorse products and services. The endorsement offers practitioners an immediate appraisal to inform their decision to use a product or service. Practitioners can use the Principles for self-assessment of their service and assessment of any products they develop.

Background papers and the Guiding Principles for Career Development Services and Career Information Products can be downloaded from the CICA website at www.cica.org.au

Australian Blueprint for Career Development

The Blueprint is outlined in Section 2 and referenced in Section 4 in career development activities.

Related frameworks

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is a quality-assured national framework of qualifications in the school, vocational education and training (VET) and higher education sectors in Australia.

The AQF is a structure of recognised and endorsed qualifications that promotes lifelong learning and provides pathways through Australia's education and training system.

Figure 2: AQF qualification by sector of accreditation – ref www.aqf.edu.au

AQF qualification by sector of accreditation		
Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education		

Careers Education Quality Framework for Schools (CEQF)

The Careers Education Quality Framework (CEQF) is designed to assist people involved in delivering career education in Australian schools or other settings for young people. It illustrates the components involved in an effective career development program and provides a way to bring about ongoing improvement in career development for schools and their communities.

The CEQF, which reflects the National Goals for Schooling in the 21st Century endorsed by all state, territory and Commonwealth ministers of education in 1999, was developed with input from the Australian Quality Council, industry and education systems in all states and territories.

The CEQF is a 'guide for those who guide'. It provides school-based careers practitioners, school leaders and school communities with a practical tool for self-assessing careers education and developing action plans for improvement.

The CEQF is not intended as a means of assessing an individual. Rather, it is designed as a way of improving the career development program of the whole school. Using the Framework can also demonstrate to the community that a quality approach is being adopted by the school.

There are seven categories within the Framework:

- Leadership and Innovation
- Strategy and Planning Processes
- Data, Information and Analysis
- People
- Customer and Market Focus
- Processes, Products and Services
- Results.

The Framework is available to download from the DEEWR website at http://www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/RelatedLinks/Pages/CEQF.aspx

Employability Skills Framework

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the report Employability Skills for the Future (DEST and the Australian National Training Authority 2002) on behalf of governments. The report aimed to improve the understanding of what employers consider makes a good employee. The Employability Skills Framework was developed as an outcome of the project.

The Framework is made up of:

- personal attributes – a set of non-skill-based behaviours and attitudes that employers felt were as important as the employability skills and other technical or job-specific skills
- skills describing the generic employability competencies
- the facets of the skill that employers identified as important.

The key skills identified in the Framework are:

- communication skills that contribute to productive and harmonious relations between employees and customers
- teamwork skills that contribute to innovative outcomes
- initiative and organising skills that contribute to long-term and short-term strategic planning
- self-management skills that contribute to employee satisfaction and growth
- learning skills that contribute to ongoing improvement and expansion in employee and company operations
- technological skills that contribute to effective execution of tasks.

Each key skill has descriptive elements and it is important to note that:

- The mix and priority of these elements would vary from job to job
- The list of elements is not exhaustive but rather reflects the information provided by individual employers
- The list of elements is indicative of the expectations of employers
- The level of sophistication in the application of the element will depend on the job level and requirements.

The Employability Skills Framework also incorporates the following personal attributes that contribute to overall employability:

- loyalty
- commitment
- honesty and integrity
- enthusiasm
- reliability
- personal presentation
- common sense
- positive self-esteem
- sense of humour

- balanced attitude towards work and home life
- ability to deal with pressure
- motivation
- adaptability.

It is important for individuals, as they develop their careers, to know what personal attributes and skills employers look for. The Employability Skills Framework allows individuals to understand what their employers are likely to value and require of them.

The Blueprint, on the other hand, allows individuals to develop the competencies to make learning and work choices that suit their particular circumstances, including their labour market opportunities, their family responsibilities and community roles.

While the frameworks have different orientations, there are obvious linkages between the two and many of the personal attributes and skills that contribute to overall employability also assist people to manage their careers.

Further information: www.skillsinfo.gov.au/skills/SkillsIssues/EmployabilitySkills/

Your continuing professional development

Scholarships for career advisers

The Scholarships were awarded by the Australian Government to improve the standard of career advice provided to young people and the standing of career advisers. In 2010 the Government provided 35 Study Scholarships and 35 Industry Placement Scholarships.

Eligibility for the scholarship includes being a career teacher/adviser or practitioner currently employed by an Australian school or college who is working in, or has worked within the past 24 months in, a career advice or career development role. Practitioners currently employed at an Australian TAFE institute or Australian university and who have been working as a career adviser for a minimum of 6 months within the past 24 months are eligible.

For further information about eligibility and applying for scholarships, visit www.deewr.gov.au

Australian Career Development Studies

The Australian Career Development Studies program comprises three components for career advisers and others who want to develop more knowledge and skills in career development. The three components are:

- Awareness of Career Development – an introductory program for anyone wishing to learn the basics of career development.
- Elements of Career Service Delivery – three accredited units at AQF Certificate IV level for Department of Education, Employment and Workplace Relations contractors and other career practitioners.
- Career Development Studies – an accredited unit, at postgraduate certificate level, for career professionals wishing to expand and consolidate their career development learning.

All components are available from the program's website and may be downloaded free of charge. If participants require accreditation or recognition of prior learning for their completed studies, assessing institutions are identified in the Help Manual and a fee will apply.

For further information, visit www.career.edu.au

Certificate IV in Career Development

With its development of a Certificate IV in Career Development in the Community Services Training Package, the Community Services and Health Industry Skills Council has recognised and supported the need to provide an entry-level career practitioner qualification. Following sign-off by ministers, the qualification (CHC42407) is available for delivery by Registered Training Organisations (RTOs).

The qualification will allow individuals to develop the skills and theoretical underpinnings to inform their practice as career development practitioners. This new qualification will also be useful for those already working as career development practitioners who do not have a career development specific qualification.

A suite of learning support materials is available as a free download from www.career.edu.au

Tertiary studies

A number of universities offer tertiary qualifications in career development. For up-to-date information and for further information on course availability, contact the relevant university or your professional association.

Career Education Elective

DEEWR contracted Victoria University to develop a career education elective for pre-service teachers undertaking a Bachelor of Education or a Bachelor of Teaching degree. An Advisory Committee consisting of a representative from the Australian Council of Deans of Education and career experts guided the project.

The objectives of the career education elective are to equip graduates with the skills to educate secondary students in how to:

- access and use a variety of available career information
- access and take advantage of the wide range of post-school pathways open to them to develop lifelong learning and lifelong career management skills
- understand the world of work – including the interactions between society, work and the local/national/global economy.

Information about the elective is available for download from http://www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/RelatedLinks/Pages/CareerEducationElective.aspx

Professional associations

The Career Industry Council of Australia (CICA)
Established in 2003, CICA is the national peak body of Australian career development practitioner organisations – it is the peak support organisation for the career development industry. CICA works with key stakeholders and policy makers to promote a career development culture within the Australia community and provides a voice for the industry that is considered and inclusive. The Council also promotes professional standards and enhances relationships within the international career development community.

The Council consists of representatives of both national and state based associations. Its members are presidents or nominees of the associations. The practitioners represented by CICA member associations work across the spectrum of sectors including education, commerce, industry, government, community, rehabilitation and private practice.

CICA currently has 12 member associations, listed below. CICA itself does not offer individual membership – individuals apply for membership of one or more of the following CICA member associations. Each of these associations has a CICA representative and endorses the Model of Quality Assurance for the Career Industry, including the Professional Standards for Australian Career Development Practitioners.

Career Development Association of Australia (CDAA)
Website: www.cdaa.org.au

Australian Capital Territory Career Education Association Inc (ACTCEA)
Website: www.actcareers.org.au

Career Advisers Association of NSW Inc (CAA NSW)
Website: www.caa.nsw.edu.au

Career Educators Association Northern Territory (CEANT)
Contact by email: Janice.Lee@kormidla.nt.edu.au

Queensland Guidance and Counselling Association (QGCA)
Website: www.qgca.asn.au

Queensland Association of Student Advisers (QASA)
Website: www.pa.ash.org.au/qasa

Career Education Association of Victoria (CEAV)
Website: www.ceav.vic.edu.au

Career Education Association of Western Australia (CEAWA)
Website: www.ceawa.org.au

Graduate Careers Australia
Website: www.graduatecareers.com.au

National Association of Graduate Careers Advisory Services
Website: www.nagcas.org.au

National Coach and Athlete Career and Education Program
Website: www.cica.org.au/index.pl?page=45

Rehabilitation Counselling Association of Australasia
Website: www.rcaa.org.au

For further information, visit www.cica.org.au

Other related organisations

International Association for Educational and Vocational Guidance (IAEVG)
IAEVG represents individuals and national and regional associations and institutions concerned with educational and vocational guidance in all continents. The Association puts forward recommendations at an international level, and supports development of guidance services at a national level, in order to further the development of guidance policy and practice. IAEVG produces three editions of the International Journal for Educational and Vocational Guidance annually.

Website: www.iaevg.org

VETnetwork Australia
VETnetwork Australia is a national network of teachers, trainers, program coordinators, administrative and support personnel committed to vocational education and training in schools.

It is a membership-based association and draws its members from all states and territories and teaching, training and career advisory sectors (including government, Independent and Catholic schools and private industry) as well as other relevant stakeholder groups. It develops links with peak bodies including education and training bodies, universities and government departments and industry groups.

Website: www.vetnetwork.org.au

Professional journals

Australian Journal of Career Development
The Australian Journal of Career Development (AJCD) is the leading professional journal focusing on current theory, practice and policy relating to the career and work education field. It is targeted to professionals working in educational and academic settings, community and government agencies and business and industrial settings.

AJCD features current and relevant articles, case studies concerning innovative programs and individual work, reviews of software, kits, books and programs, and a careers forum to promote the sharing of relevant information and stimulating discussion and debate. The journal is published and distributed by the Australian Council for Educational Research (ACER).

Website: www.acer.edu.au/ajcd

International Journal for Educational and Vocational Guidance
The International Journal for Educational and Vocational Guidance publishes articles in relation to work and leisure, career development, career counselling and guidance and career education. T he articles generally have either an international content (e.g. comparative studies, multi- or cross-cultural perspectives, regional surveys) or contribute to topics of broad international interest (e.g. theoretical developments, ethical issues).

Website: www.iaevg.org

Section 4
Making the links

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National Career Development Week

Get the life you Love!

National Career Development Week (NCDW), now in its third year, is an initiative of the Career Industry Council of Australia (CICA) supported by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

The NCDW campaign aims to encourage all Australians to take responsibility for managing and developing their own career journey in order to 'get the life they love!'. It seeks to do this by:

- helping Australians to recognise that just about everything a person does in every area of life, planned and unplanned, can contribute towards the achievement of their goals and the realisation of their aspirations for their career and life; and
- highlighting that developing one's career includes such things as:
  - learning new skills to improve on-the-job performance
  - stepping outside the box, taking chances
  - not resting on our laurels, but keeping on developing even when successful
  - persistence, taking advice from people we trust, and working to a career plan.

NCDW includes a huge variety of activities, including careers expos, radio programs, film and video screenings, open days, résumé checks, career treasure hunts, competitions, quizzes, online activities, blogs, library displays, seminars, parents' programs, staff development

programs, opportunities to try-a-trade, etc – almost something for everyone needing information, advice and support to help them be in control of their future.

NCDW celebrates all of the careers activities held throughout the year. Organisers of careers events across Australia at any time of the year are encouraged to register their events on the

NCDW website and to link them to a major careers initiative. All registered events are included on the Event Search database on the website and receive free resources, support materials and merchandise. NCDW activities and the NCDW website provide helpful advice, inspiration and links to education, training and careers resources.

New resources are continually added to the website at www.ncdw.com.au

State and territory career development programs and contacts

Australian Capital Territory

Department of Education and Training
Website: www.det.act.gov.au

Transitions, Careers and Vocational Learning
The Transitions, Careers and Vocational Learning unit within the Department of Education and Training exists to provide support for teachers and schools. Programs include:

VET in colleges and high schools
A wide variety of vocational programs are offered in ACT high schools and colleges. The Transitions, Careers and Vocational Learning team works with teachers and key stakeholders to develop and enhance vocational programs and learning in schools. The team provides advice on policy development and guidelines for VET in school programs and supports teachers' professional development while delivering VET programs.
www.det.act.gov.au/school_education/vocational_learning_in_schools

Career adviser network
The Transitions, Careers and Vocational Learning team works with college and high school career advisers to offer support, training and professional development opportunities.
www.det.act.gov.au/school_education/career_education

Australian School-based Apprenticeships
Australian School-based Apprenticeships (ASBA) offers students 15 years of age or over the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their educational program.
www.det.act.gov.au/vhe/australian_apprenticeships

Work experience
The Transitions, Careers and Vocational Learning team coordinates placement and handles the administration associated with work experience placements in the ACT. The purpose of work experience is to allow students to gain insight into various aspects of employment.
www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

Canberra Careers Market
The Canberra Careers Market is an annual event providing career guidance to help students explore their pathway and career options. The Market is the largest of its type in Canberra and is a great opportunity for young people in Canberra and the surrounding region to explore post-school options. www.canberracareersmarket.com.au

WorldSkills Australia
WorldSkills Australia aims to highlight young Australian's skills excellence through trade competitions. The Transitions, Careers and Vocational Learning team coordinates this program in ACT schools and colleges. www.worldskills.org.au

For further information on Transitions, Careers and Vocational Learning go to:
www.det.act.gov.au/school_education/vocational_learning_in_schools

New South Wales

Department of Education and Training
Website: www.det.nsw.edu.au

Vocational Education in Schools Directorate
The Vocational Education in Schools Directorate supports the NSW public education system, through vocational education, to better prepare school students to participate in further education, training, employment and lifelong learning.

The Vocational Education in Schools Directorate manages the following programs:

- Vocational Education and Training (VET) courses for the Higher School Certificate
- the process for Department of Education and Training Registered Training Organisations (RTOs) to comply with the Australian Qualifications Training Framework (AQTF)
- a comprehensive advisory service for students and school leavers
- policies, procedures and guidelines for workplace learning including mandatory work placement and work experience
- the implementation of school based traineeships for NSW school students
- Initiatives to ease the transition for students in government schools into employment, including the School to Work Program
- vocational and enterprise learning in schools K–12
- the distribution of Commonwealth VET funds to support the implementation of VET in schools through the NSW Schools Consortium
- the provision of advice and resources to support all aspects of vocational learning for government school students
- the publication of teacher training and resource requirements to ensure quality VET courses to students in government schools
- the management of funding to support coordination of mandatory work placements for Year 11 and 12 students studying industry curriculum framework courses for the Higher School Certificate.

School to Work Program: Looking Forward

Over the past six years, the NSW School to Work Program continues to build on its successful foundation. The program will now foster a K–12 career development strategy to build a stronger foundation of career awareness from the early years of schooling. This developmental model is outlined below:

The Program will build the foundation for students to achieve skills in the four following platforms as well as achieve the competencies outlined in the Australian Blueprint for Career Development. The platforms are:

- **Planning Transition Pathways**: Supporting students to develop confidence in self-managing their career and transition planning
- **Exploring Career Futures**: Supporting students to develop confidence in self-managing their career and transition planning
- **Strengthening Student Outcomes through Vocational Learning**: Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas
- **Building Connections and Networks**: Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

School to Work Program – Further information
For further information about the implementation of the School to Work program, its outcomes and activity, please refer to the links provided below:

- School to Work Program – Research, Reports and Case Studies
  www.det.nsw.edu.au/vetinschools/about/reports.html
- Parents and Community
  www.det.nsw.edu.au/vetinschools/schooltowork/parentscommunity
- Workplace learning: policy and implementation documents
  www.det.nsw.edu.au/vetinschools/worklearn
- Enterprise Learning
  www.enterpriselearning.nsw.edu.au
  Including the NSW project: Building Bridges: Enterprise Learning in the Middle Years Project (2005–2007)
- Teachers in Business Program
  www.det.nsw.edu.au/vetinschools/schooltowork/teachers

School to Work Program – Other resources
Further resources available through the Vocational Education in Schools Directorate include:

The School to Work Planning Employment Related Skills Logbook
The Employment Related Skills Logbook is a recording tool used to document the work-related skills that students develop during their years at school. The nature, style and structure of the logbook supports students documenting their acquisition of employment-related skills in a range of school and community contexts. They can use this information to help plan their transition from school to further education, training and employment.

Student Survey: Creating Future Pathways (Student Pathways Survey)
The web-based *Student Pathways Survey* is offered to all schools with a secondary enrolment.

The survey encourages students to reflect on and report their confidence in the outcomes of the *School to Work Program.* Students report their confidence levels on employment-related skills, goal setting, part-time work, job choice, career information and support, pathway options, career and transition planning, and intended school exit destination and timing.

Upon completion of the online survey, students receive an instantaneous feedback report which reflects their current thinking and which offers them ways to improve their confidence and capacity to self-manage their personal career pathway.

Schools are able to reflect on their students' responses to key questions through the aggregated data provided in their Student Pathways Survey: School Report. The School Report provides unique and valuable information about students' reflection on their ability to achieve their future aspirations.

Vocational learning booklets in each Key Learning Area
A set of booklets on implementing vocational learning in each of the eight Key Learning Areas has been developed for all government secondary teachers in NSW. The booklets link existing and future syllabi to vocational learning. They provide information and examples to support the Board of Studies K–10 Key Competencies and Work, Employment and Enterprise cross curriculum content statements. The vocational learning booklets are also designed to complement the Employment Related Skills Logbook provided to NSW government school students in Years 9–12.

Work Education course

Work Education is a highly flexible Board of Studies-developed course that is available for students in Years 7 to 10. Existing as an elective option for schools and students within the Human Society and Its Environment (HSIE) curriculum area, Work Education has been developed to enhance students' employability, enterprise and pathways planning skills, as well as to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness.

Schools can elect to deliver Work Education as either a 100-hour or a 200-hour course. All students must complete a compulsory workplace safety unit.

Career expos

The school regions in NSW manage career expos, with approximately 50 career expos occurring each year. The career expos provide students with up-to-date and accurate advice and information on career paths, further education and training pathways across an extensive range of industries and tertiary education sectors.

NSW Careers Advisory Services for Students and School Leavers

These operate after the HSC results are released and through the summer school vacation. The service is designed to meet the educational and career counselling needs of students, school leavers and their parents and care givers. The department's Advisory Services complement the services provided by the Board of Studies, The Universities Admissions Centre, TAFE NSW, universities and other providers. Experienced careers advisers from government high schools staff the advisory services.

For further information, visit:

Vocational Education in Schools Directorate
NSW Department of Education and Training
Level 1, 1 Oxford St
Darlinghurst NSW 2010
Ph: 02 9244 5023
Email: vetinschools@det.nsw.edu.au

School to Work Program – Other websites

Jobs Brought to Life: www.det.nsw.edu.au/vetinschools/jobsalive

Jobs for the Girls: www.tafensw.edu.au/nsit/nsijobsforthegirls

Northern Territory

Department of Employment, Education and Training
www.deet.nt.gov.au

Group Training NT (Apprenticeships – School-based and full-time)
www.gtnt.com.au

NT Youth Affairs portal
www.youth.nt.gov.au

Community youth services

Anglicare
Anglicare NT provides a number of community support services for young people, particularly for those at risk of disengaging from learning, work or healthy living.
www.anglicare-nt.org.au/pages/Youth-Services.html

The Smith Family
The Smith Family provides mentoring training programs for Indigenous students, especially in the transition phase from school to work.
www.thesmithfamily.com.au

Queensland

Department Of Education, Training and the Arts
http://deta.qld.gov.au

Education Queensland
Education Queensland educates more than 70 per cent of all Queensland school students at pre-school, primary and secondary levels. The department is responsible for more than 1300 schools staffed by more than 35 000 teachers and attended by more than 490 000 students. For more information visit: http://education.qld.gov.au

Policy Position for Career Education
This policy position outlines Education Queensland's position on career education across the early, middle and senior phases of learning (Preparatory – Year 12).

Career education encompasses the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings that will assist students to make informed decisions about their study and/or work options and enable them to participate effectively in working life.

Career education should be:

- intentional
- developmental
- comprehensive
- available to all students.

For further information visit:
http://education.qld.gov.au/students/service/career

Career education information

Why is P–12 career education important?
http://education.qld.gov.au/students/service/career/careered-why.html

Career and Transition Policies and Frameworks
http://education.qld.gov.au/students/service/career/transitions.html

What is a Career?
http://education.qld.gov.au/students/service/career/careered-whatis.html

Components and Principles of Career Education
http://education.qld.gov.au/students/service/career/principles.html

How can we implement a career education program in our school?
http://education.qld.gov.au/students/service/career/careered-impl.html

The Real Game Series
http://education.qld.gov.au/students/service/career/realgame.html

Links to other career education sites
http://education.qld.gov.au/students/service/career/links_careerinf.html

Career education resources
http://education.qld.gov.au/students/service/career/careered-res.html

Career education handouts
http://education.qld.gov.au/students/service/career/handouts.html

Work Education Certificates

The Work Education Certificates were developed by Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland in 1999 to provide a range of generic workplace skills for students entering the workplace for the first time. The intention was to address and meet the expectations that employers had of new employees participating in their initial workplace experiences.

The target groups for the Work Education Certificates are:

- 30625QLD Certificate I in Work Readiness – students with a major learning impairment – physical or intellectual – to prepare them for their first workplace experience
- 30626QLD Certificate I in Work Education – introducing students to the workplace
- 30627QLD Certificate II in Workplace Practices – preparing students to become effective employees.

In 2006, the Certificates were reaccredited for delivery up to 2011. For further information visit:
http://education.qld.gov.au/students/placement/work/cert.html

Senior Education and Training Plans

Senior Education and Training (SET) planning is a formal process for young people (usually in Year 10) to develop a personal plan of action that will help them succeed in their senior phase of learning, with help from their learning provider and parents.

The process is supported by partnerships developed by the school with other providers, industry and the community, and relies on up-to-date information on different senior phase options. A SET plan maps out a young person's senior phase learning program, including the

path they may take to gain a Queensland Certificate of Education or Certificate III vocational qualification. For further information visit:
http://education.qld.gov.au/etrf/faq-leg4.html
http://education.qld.gov.au/strategic/eppr/curriculum/crppr001

Training Queensland
Training Queensland delivers vocational education and training and employment programs. These play a major role in supporting the Queensland Government's priority of developing skills and training for employment – being key drivers of economic growth, social development and individual and community prosperity.

Further information: www.trainandemploy.qld.gov.au

TAFE Queensland
TAFE Queensland is the largest provider of practical, relevant and quality education and training in Queensland, delivering some 800 programs and courses to over 250 000 students each year.

www.tafe.qld.gov.au

Skilling Solutions Queensland
Skilling Solutions Queensland is an innovative new training and career information service introduced by the Queensland Government to help students succeed in today's competitive job market.

This face-to-face service provides students with important information on sustainable employment opportunities, career pathways and training options – providing up-to-date information and helping them work out what skills they already have and what skills they need to gain employment.

www.skillingsolutions.qld.gov.au

Queensland Studies Authority
The Queensland Studies Authority provides P-12 syllabi, testing, assessment, moderation, certification, accreditation, vocational education, tertiary entrance and research services for Queensland schools.

www.qsa.qld.edu.au

Career Information Service
The Career Information Service is an individualised, online service offering information to help young people and their parents map a pathway to a Queensland Certificate of Education and beyond. It's a one-stop shop with information on careers, what, where and how to study, writing résumés and a link to online job vacancies.

www.qsa.qld.edu.au

Queensland Tertiary Admissions Centre
The Queensland Tertiary Admissions Centre (QTAC) provides information to students for applications to TAFE and universities. It specifically deals with information for current Year 12, and Year 10 and 11 students planning ahead. QTAC publishes information about 1400 tertiary study courses covering more than 60 campuses and locations throughout Queensland, northern NSW, and Tasmania.

www.qtac.edu.au

South Australia

Department of Education and Children's Services (DECS)
www.decs.sa.gov.au

Career and Transition Strategies
The Futures Connect strategy aims to support 13–19 year olds in government secondary schools to make successful transitions through and beyond school. It does this through a range of youth engagement and retention programs that encompass enterprise and vocational learning, community and work-based learning, career development, vocational education and training, school-based apprenticeships, and other pathways.

The unique features of the Futures Connect strategy include:

- developing Individual Learning Plans (ILPs) for every student. The components of the DECS Individual Learning Plans include: (a) a tool that assists young people to understand their learning needs and to set corresponding goals, (b) a Transition Portfolio that assists students to collect, organise and articulate evidence of their generic skills (including employability and career development skills), and (c) a Transition Plan that assists students to prepare for a successful move from school to further education, training or employment.
- providing leadership for school and cluster youth engagement teams
- creating employer-endorsed intensive learning and training programs in a greater range of industry areas that align to the needs of the state's economy
- creating industry-specific career development information and guidance, and assisting students to access and use it
- managing and making use of school–business–community partnerships to shape training and learning opportunities for individual students
- collecting, analysing and using data to improve service provision at local and system levels
- supporting school leadership teams and teachers with targeted training and development to improve program delivery, implement the future South Australian Certificate of Education (SACE) and contribute to secondary education reform. The Australian Blueprint for Career Development has been trialled in a number of schools and every school has one or more teachers trained in the Australian Career Development Studies Component 2. Most districts offer Parents as Career Partner workshops.

The Futures Connect strategy is being implemented through networks of schools, facilitated by a team of Transition Brokers across the state, including a small state office team. Schools in each network work in partnership with each other and other stakeholders to develop local education and training options for young people in their community. Stakeholders include local industry, business and community organisations, institutes of TAFE, other training providers, DECS, and relevant local, state and Australian Government agencies and their providers.

The state government has announced ten trade schools to participate in Trade Schools for the Future which is a program aimed at addressing skill shortages in the South Australian workforce by equipping young people with trade and other high-level skills for the future. The initial five key industry sectors to be targeted are: advanced manufacturing, defence-related industries, minerals resources, construction and community services. The trade schools will maximise the number of students who are still at school and in Contracts of Training as Australian School-based Apprentices either as trade apprentices or higher-level trainees.

The Trade Schools for the Future program complements other vocational education and training programs in DECS schools that provide expanded learning pathways for students under the proposed future SACE. These arrangements have been established, maintained and will be further developed by the Futures Connect Transition Brokers and new appointments of Apprenticeship Brokers, together with the Employment Skills Formation Network coordinators.

The Futures Connect state office team, comprising of a number of program managers, is responsible for ensuring that the strategy is continually fine-tuned so that it integrates with higher-level government strategies, such as South Australia Works and the Youth Engagement Strategy.

Transition Brokers provide leadership, advice and support in the development, implementation, evaluation and reporting of vocational, career and transition services across the network. They monitor the quality of programs and ensure current state and national directions are understood and incorporated into local planning and reporting. Transition brokers, are members of the DECS district support teams, and can be contacted through district education offices.

District and Transition Broker	Contact Phone
Inner South, Inner West & South West	(08) 8416 7333
East & North East	(08) 8363 8800
Wallara	(08) 8207 3764
Salisbury & Kumangka Para & Barossa	(08) 8256 8111
Hills Murraylands	(08) 8532 0700
Southern Sea &Vines	(08) 8207 3762
Wakefield	(08) 8842 6650
Riverland	(08) 8595 2323
Flinders	(08) 8638 1801
Limestone Coast	(08) 8724 5300
Eyre	(08) 8682 3788
Northern Country	(08) 8641 6877

For further information visit: www.youthengagement.sa.edu.au

Tasmania

Department of Education
Website: www.education.tas.gov.au

Learning Service South
223 Clarence Street, Howrah, 7018
Tel: (03) 6233 8485

Enabling career, work and enterprise education
Guaranteeing Futures staff from the Department of Education provide support and advice to schools and colleges in the development and implementation of vocational learning, career and work education, and community and business partnerships across the state. These activities are part of Tasmania's Guaranteeing Futures initiative, which supports young people's transition from compulsory education to independent young adulthood.

A career and work resource package has been updated for Tasmanian schools and colleges to support the delivery of career, enterprise and vocational learning. This resource is intended for use in association with the Tasmanian Curriculum and with the provision of vocational education and learning, specifically career and work education, for students in Years 7–10. It has been designed to enable teachers to make links between the various components of the Tasmanian Curriculum that relate to understanding the world of employment.

The package provides a range of documents including curriculum-based models, practical summaries of exemplars including implementation guides, and web-based tools, such as myfuture, giving schools the opportunity to use some, or all, in delivery within their environment. The career and work resource package is now provided as a web-based document and is available from the website listed above.

Victoria

Department of Education and Early Childhood Development
www.education.vic.gov.au

Victorian Essential Learning Standards (VELS)
The Victorian Essential Learning Standards (VELS) describes what is essential for students to achieve completion of Preparatory to Year 10 schooling in Victorian schools. It provides the opportunity to link pathways for planning and develop skills and self-awareness; and describes what students should know and be able to do at different stages of learning.

To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:

- manage themselves as individuals and in relation to others
- understand the world in which they live
- act effectively in that world.

Within VELS, there are three major stages of learning:

- Years Preparatory to 4 – Laying the foundations – In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities which underpin all future learning.
- Years 5 to 8 – Building breadth and depth – In these years students progress beyond the foundations and their literacy and numeracy skills become more developed. An expanded curriculum program provides the basis for in-depth learning within all domains in the three learning strands.
- Years 9 to 10 – Developing pathways – In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Linking career education with the Victorian Essential Learning Standards
Links between career education and VELS, including strands, domains and dimensions are outlined at: www.education.vic.gov.au/sensecyouth/careertrans

Managed Individual Pathways (MIPs)

The Managed Individual Pathways (MIPs) initiative ensures that all students 15 years and over in government schools are provided with individual pathway plans with associated support as a means to continued education, training or full-time employment.

The MIPs initiative is aimed at helping young people to:

- make a smooth transition from compulsory schooling to further education, training and employment
- develop skills to manage their pathways throughout their working lives
- develop their knowledge, understanding and experience of opportunities in education, training and employment.

Additional support is provided to students at risk of disengaging or not making a successful transition to further education, training or secure employment.

The following resources have been developed to support the implementation of MIPs in schools:

- MIPs Good Practice Framework – whole-school approach to MIPs implementation in schools
- MIPs Good Practice Case Studies
- Electronic MIPs Resource Kit – documents and resources used by schools from the MIPs good practice case studies
- Students At Risk Mapping Tool – provides authorised school staff with a systemic process to assist them to identify students at risk of early leaving, select and map appropriate interventions, and evaluate selected interventions.

Further information: www.education.vic.gov.au/sensecyouth/careertrans/mips/default.htm

Careers and transition resources

The online careers and transition resource provides integrated educational, occupational and labour market information as well as a range of programs and tools to support careers and transition coordinators. The website will be regularly updated, with additional material added as it is developed. The online resource can be found at:
www.education.vic.gov.au/sensecyouth/careertrans

On Track

On Track is a Victorian Government initiative that strengthens the support for young people as they make the transition from school to further education, training or work. On Track builds on the MIPs program.

On Track follows up students from both government and non-government schools after Year 12 annually through a large-scale telephone survey, and offers assistance if a young person's career plans are not working for them. Students who leave during Years 10 and 11 are also followed up separately. Assistance for those exit students requiring support is provided through agencies selected in consultation with Local Learning and Employment Networks (LLENs).

The On Track initiative provides data in support of the underlying principle articulated in the *Education and Training Reform Act 2006* that 'information concerning the performance of education and training providers should be publicly available'.

Information gained from On Track is used to publish the details of what students do after Year 12. This data adds to the information available to parents and the community and highlights the diversity of pathways pursued by young people after leaving secondary school. On Track data is provided to individual schools, regions providers and Local Learning and Employment Networks.

The On Track initiative also includes longitudinal studies to provide a comprehensive picture of what happens to young people four years after they leave school.

Further information, data and reports:
www.education.vic.gov.au/sensecyouth/ontrack/data.htm

Local Learning and Employment Networks (LLENs)
The core role of LLENs is the creation and further development of sustainable relationships, partnerships and brokering of initiatives between local education providers and other stakeholders including, industry, local government and community to improve the education, training and employment outcomes of young people, particularly those most at risk of disengagement.

LLENs undertake local research and planning including the identification of gaps in the provision of local education and training that can support other local planning. LLENs provide a platform for engaging a wide range of local stakeholders with an interest in the education and training outcomes of young people.

There is a statewide network of 31 LLENs with each LLEN usually covering two or three local government areas.

Further information visit: www.llen.vic.gov.au

safe@work
safe@work is a health and safety package for secondary school students undertaking work experience. It is designed to help students improve their knowledge and understanding of occupational health and safety matters before entering a work place.

Further information: www.education.vic.gov.au/safe@work/index.asp

Victorian Curriculum and Assessment Authority
The mission of the VCAA is to provide high-quality curriculum, assessment and reporting that promotes individual lifelong learning.

Further information: www.vcaa.vic.edu.au

Vocational Education and Training (VET) in Schools
VET in Schools offers a variety of options for students wanting a more vocational emphasis in their later years of education. They can complete VET programs as part of the Victorian Certificate of Education (VCE) or through the Victorian Certificate of Applied Learning (VCAL). Students have the option of completing a VCE VET program or they can combine study and employment in a School-based Apprenticeship (SBA or Traineeship (SBA)). These programs are helping to improve educational outcomes for post compulsory students. Block credit arrangements enable students to gain credit towards their VCE for any VET at Australian Qualifications Framework (AQF) 2 or above in addition to the nominated VCE VET programs.

VCE VET

VCE VET programs provide students with the opportunity to combine general and vocational studies, undertake learning in the workplace and gain a nationally recognised training certificate as part of their VCE. This enables them to develop pathways into further full-time vocational training or employment. They also have the option of undertaking tertiary studies. Thirty-two different programs cover a wide variety of areas including primary industries, automotive, engineering, hospitality, information technology (including IT vendor programs, e.g. CISCO), multimedia, music, dance, community services, business and sport and recreation. Block credit recognition provides credit towards the VCE for students who undertake training in a nationally recognised VET or further education qualification that is not included in the suite of VCE VET and SBA programs.

Further information: www.vcaa.vic.edu.au/vet

Victorian Certificate of Applied Learning (VCAL)

VCAL is an accredited senior secondary certificate designed to improve the pathways for young people in the post-compulsory years. VCAL provides pathways for young people who are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship or getting a job after completing school. Based on applied learning, the VCAL is a hands-on course and will develop skills in preparation for further education, training or employment.

VCAL is offered at three certificate levels – Foundation, Intermediate and Senior. Students undertake studies in four curriculum strands – Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. Units of study in VCAL learning programs are selected from VCAL units, VCE units and VET and Further Education certificates and modules. Students may undertake structured workplace learning as part of VCAL Work Related Skills units and, at Intermediate and Senior levels, must complete VET studies as part of their certificate in the Industry Specific Skills strand.

Further information: www.vcaa.vic.edu.au

School-based Apprenticeships and Traineeships (SBAs)

School-based Apprenticeships enable a student to undertake a vocational training program within a part-time employment arrangement. They are required to be enrolled in either the VCE or VCAL, be in paid part-time employment and enrolled in a structured training program leading to a nationally recognised vocational qualification.

Further information: www.vcaa.vic.edu.au/vet/programs/newapprent.html

Industry and Enterprise Studies

Industry and Enterprise Studies, a VCE study offered at Years 11 and 12, provides structured work placements and the study of enterprise at the firm and industry level. The central theme of Industry and Enterprise Studies is work and its place in the Australian economy and society. The study recognises the vocational, economic and social aspects of work and encourages students to undertake both theoretical and practical investigations of these aspects throughout the four units. A key feature of the study is the requirement that students undertake work outside the classroom in units 1-3.

Further information: www.vcaa.vic.edu.au/vce/studies/industryenterprise/ieindex.html

Skills Victoria
The Skills Victoria website provides information on education and training options to the community including apprentices, trainees, students, teachers, trainers, businesses and employers.

Further information: www.skills.vic.gov.au

Skills Stores
Skills Stores have been established to provide Victorians with individually tailored, face-to-face advice about further education and training options. As well as assisting in the formal recognition of prior learning to enable adults to gain qualifications more easily, Skills Stores provide a point of reference for career advisers working with young people in schools.

All Skills Stores services are provided free of charge and include providing advice, obtaining an initial skills profile and referrals to registered training organisations.

For more information on locations of Skills Stores and mobile services, visit the website at: www.otte.vic.gov.au/skillsstores

Career Education Association of Victoria (CEAV)
The Department of Education provides a grant to the Careers Education Association of Victoria (CEAV) towards funding the provision of professional development and training of career coordinators, and the development and provision of resources and curriculum advice relating to career education for school students.

Visit the CEAV website at: www.ceav.vic.edu.au

youthcentral
youthcentral is the Victorian Government's web-based initiative for young people aged 12-25. youthcentral offers a range of information and advice on issues like jobs, study, travel, money and events of interest to young people in their local area. The site offers:

- details about jobs and employment programs
- information about studying and training opportunities
- interview techniques, career profiles and résumé templates
- links to services and resources by local area.

Further information: www.youthcentral.vic.gov.au

r.u.MAD?
r.u.MAD? is an initiative of the Education Foundation for primary and secondary students about changing their world. Students work on identifying problems and challenges in their school, local and global community and set out to 'make a difference' in realistic and achievable ways. r.u.MAD? emphasises student engagement and participation in projects of real value to the student, while learning about and making a contribution to the community.

Further information: www.rumad.org.au

Western Australia

Department of Education and Training
www.det.wa.edu.au

Resource Manual for Career Development Practitioners
For a general reference for all relevant programs and agencies in WA refer to the Resource Manual for Career Development Practitioners at:
www.det.wa.edu.au/training/sub-sites/default.asp

To order this product or for further information please contact:
The Career Development Centre (formerly Training Information Centre)
Tel: (08) 9224 6500 or 1800 999 167 (Toll free)
Fax: (08) 9421 1391 TTY: (08) 9225 7831
Email: career.developmentcentre@det.wa.edu.au
Website: www.det.wa.edu.au/training/cdc

School student resources
The following resources can be accessed through VETinfonet at
www.vetinfonet.det.wa.edu.au (Select 'VET in Schools' then 'Resources and Support'.)

Work Readiness Skills Manual
The Manual comprises four books and a video and is intended to assist in the preparation of school students for their first work placement. It recognises that many students are not workplace ready and lack the skills and knowledge to successfully complete such a placement. The manual can be used in its entirety or individual parts. An electronic version of the books can be downloaded for school use from the above website. Activity worksheets have been formatted in Microsoft Word for ease of use.

Case studies
A number of case studies highlighting VET in Schools, career and enterprise activities in Western Australian schools are included on the department's website and can be downloaded for use.

The K–12 Guide to Enterprise Education
The Enterprise Guide is intended as a resource for primary and secondary teachers who are planning to:

- introduce enterprise education activities into their students' learning environment; and/or
- enhance the enterprising nature of learning experiences in their classrooms.

Community organisations interested in forming partnerships with schools undertaking enterprise education activities, and tertiary institutions developing courses in education and business may also find this guide useful in providing them with a general understanding of enterprise education within schools.

The Guide provides a definition of enterprise education and its place in the Western Australian curriculum, particularly in regard to its place in the Curriculum Framework. Advice is given about strategies for implementation, support information and examples of good practice. Most importantly, the Guide contains information about legal, insurance and financial arrangements when students are undertaking enterprise education.

Contact VET in Schools by email vet.in.schools@det.wa.edu.au or phone (08) 9264 4783 if you require a copy.

Career Development Centre

The Career Development Centre is a service provided by the Department of Education and Training. It is a starting point for anyone wanting to explore training and further education opportunities. Anyone interested in career change options including undertaking some form of education or training for work or pleasure can consult the centre to learn about all the available options.

Highly trained staff are able to advise on what courses are available and how to gain entry, assist with applications, and direct students to resources that will allow them to further research career options.

The Job Search Guide, a guide for people seeking employment; and the Training, Education and Employment Resource Manual are also available. These publications are available online with hard copies available free for download otherwise multiple copies can be ordered by calling the Career Development Centre.

The Career Development Centre is co-located with the Career Information Centre and the Employment Directions Network in the central city area, providing a comprehensive resource centre for careers, employment and training.

The Career Development Centre can provide information on:

- courses at TAFE, university or private providers
- apprenticeships and traineeships
- returning to study/bridging courses
- specialised courses available for Aboriginal and Torres Strait Islanders, migrants, youth at risk and people with disabilities
- skills recognition
- career pathways
- choosing subjects at high school
- hobby courses
- adult literacy and numeracy
- flexible learning options such as correspondence courses.

Contact details

Career Development Centre
2nd Floor, 166 Murray Street (Mall) PERTH WA 6000
Tel: (08) 9224 6500 or STD Free: 1800 999 167
Fax: (08) 9421 1391
TTY: (08) 9225 7831
Email: career.developmentcentre@dnet.wa.edu.au
Website: www.det.wa.edu.au/training/cdc

Career information website – getaccess
getaccess is an interactive website for Western Australians seeking career, employment and training related information and services. It provides work, learning and career information, a job search guide, over 300 career profiles and interviews, and a dedicated youth section. To get started just click on the site map to display all the options and services available.
Further information: www.getaccess.wa.gov.au

Additional resources

Parents as Career Partners workshops
These workshops offer parents vital information and a range of strategies to actively perform the role of a career partner for their teenage children. The workshops are approximately two hours long, are run by trained Employment Directions Network staff and give parents a view of how the world of work has changed, where the real opportunities are for their children and what is required of them to get there.
Website: www.employmentdirections.net.au/pacp.html

Career Guidance Program
The Career Guidance Program comprises six units of competencies specifically relating to career guidance from Certificate IV in Employment Services. These units were developed in WA to provide professional training for staff providing career guidance. It is currently being made available to relevant staff in schools, TAFE, the Employment Directions Network and the Training Info Centre.

Apprenticeships and traineeships
Department of Education and Training
Tel: 13 19 54
Website: www.apprenticeships.training.wa.gov.au

Employment Directions Network
The Employment Direction Network centres are equipped to assist all groups within the labour market. A strong emphasis is on supporting young people to help them make the transition from school to work with confidence.

Employment Directions Network is an open door for anyone in the community to access a wide range of information, services and resources to:

- develop skills to gain employment
- obtain career guidance
- gain access to printed and electronic information and internet-based resources
- examine what is required in the workplace
- develop an employment plan
- find information on how to access employment and training services in the region
- get advice on work experience placements
- access business/enterprise support information and workshops
- tap into apprenticeship and traineeship information sessions.

The Employment Directions Network is linked to the Telecentre Network and is resourced to provide similar services online to remote areas of the state.
For further information telephone: 13 64 64

Section 5

Career education programs – Primary to Year 12

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Early edition: Primary-level career education

Career development has been recognised through research as having a place in primary schools. The Australian Blueprint for Career Development (the Blueprint) and a number of curriculum documents produced by various state education departments support the inclusion of career development competencies at the primary level.

The research has identified that primary school students are eliminating potential career choices particularly based on their gender and socioeconomic status. Parents, too, have an impact on decisions the children are making through role modelling and their relationship to the workforce. Children are classifying jobs and making judgements about the possibility of being able to aspire to particular occupations. These findings have serious implications for the delivery of career development activities at the primary level.

The Blueprint framework suggests that Phase 1 may be applied to the K-6 level of education to provide a foundation for further career development activities in the middle and later years of education. The career competencies in the personal management area will provide opportunities for teachers to challenge students' perceptions of their potential and assist some to raise their aspirations, while increasing students' knowledge of a wide range of occupations,

particularly those that may be unfamiliar to them. This process is important to ensure young students make informed decisions about their future career path and do not disregard certain occupations.

The need to begin to develop an understanding of the complexities of working life conveyed through the career-building competencies in the Blueprint can assist in challenging the stereotyping of life and work.

What to include in a primary level career education program?

Tools:

- The Australian Blueprint for Career Development Phase 1
- The Real Game Series – The Play Real Game (Years 3–4)
  – The Make It Real Game (Years 5–6)
- Statewide/sector curriculum documents
- Steve Waugh presents Chase your Dreams

Essential questions to consider:

- Select appropriate level to begin career program e.g. Year 3
- Unit/topic title
- Time allocation
- Identify learning framework to be used
- Focus concept/s
- Key questions
- Outcomes
- Resources

Sample unit

What job do you do?

Length:
4 x 50 mins sessions

Level:
Year 4

Blueprint:
Area B: Learning and Work Exploration
Competency 5: Locate and effectively use career information

Phase I – Competency 5.1: Understand the nature of career information

- 5.1.1: Understand the nature of career information
- 5.1.3: Understand how parents, relatives, friends and/or neighbours provide us with information and influence our career choices
- 5.1.5: Find out about the work roles of family members, school personnel and community workers/employers

Objective:
- Understand influences on our career choices

Key questions:
- What is work?
  - Definitions of key words
  - Paid and unpaid work
- What are the work roles of your family, friends, relatives and/or neighbours?
  - What work are they doing now?
  - What did they want to do when they were young?
  - How did they choose their career?
  - Who helped them make their choice?
  - What information did they find most helpful?
  - How did they get their current job?
- What are the influences on our career choices?
  - How often are family the main influence?
  - What other sources influence our career choices?

Outcomes:
Understand different work roles. Families influence the choices we make.

Resources:
See Section 7 for details

The Real Game Series: The Play Real Game

Inspiration and innovation: Career education Years 7–12

Career education in schools aims to provide the foundations for lifelong career management through a well designed coherent program that applies the competencies for Phases II and III of the Australian Blueprint for Career Development.

It is important that young people can actively engage in creating their futures through planning their life, learning and work. This requires them to develop career self-management skills as they make and remake their plans. These skills are identified in the Blueprint competencies:

- personal management
- learning and work exploration; and
- career-building.

Career education is focused on not only providing information but also on supporting and providing opportunities for students to grow their capabilities in managing their own career development. Opportunities and support are delivered through a variety of experiences across curriculum areas, including site visits, workplace experiences, self-reflection activities and many others.

It is important in any career education program to involve the wider community, such as employers or past students, in activities such as: mentoring, community or workplace projects and guest speakers.

A career education program also needs to offer the option for young people to discuss and reflect on their decisions with a careers practitioner who has a deep understanding of career development theory and practice.

The importance of families and their influence on young people's career choices has been well documented. A quality career education program needs to offer opportunities to assist parents and families to support their children in understanding the implications of a changing economy and its impact on the kinds of work and different ways of working available; while also helping them to look positively at their future life and work choices.

It is important that any career education program is regularly monitored and evaluated to ensure that it reflects current knowledge of the world of work and career development research and provides strong and effective outcomes for the students.

Career education framework Years 7–10

The compulsory years of schooling are a time of significant change physically and emotionally for young people. Career development activities need to help them understand how multiple factors influence individual career decisions, and how personal and environmental changes can impact on the goals and targets they may set. A career development program should provide young people with opportunities to explore the full range of possibilities. At the Year 10 level the program will include planning for post-secondary options.

Year 7: Dreaming and exploring

Students at this level need opportunities to explore and learn about the world of work. They need to learn about the wide range of resources and information available to them, including their own community. They should continue to add to their awareness and understanding of their personal skills and attributes and how these can be of use in the workplace.

Planning tools:

- The Australian Blueprint for Career Development Phase II
- Statewide/sector curriculum documents
- The Real Game series
- Employability skills

Essential questions to consider:

- Objectives for the program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit

Length:
3 x 50 mins sessions

Blueprint:
Area B: Learning and Work Exploration

Competency 5: Locate and effectively use career information

Phase II – Competency 5.2: Locate and use career information

- 5.2.1: Understand the importance of, and the ways in which you can locate and use education and training information
- 5.2.2: Understand the importance of, and the ways in which you can locate and use occupational and industry information
- 5.2.3: Understand the importance of, and the ways in which you can locate and use labour market information

Objective:
Locate and use career information

Key questions:

- What is the difference between a job, an occupation, an industry and the labour market?
- Where can I find industry and job information?
- What type of information is available?
- How could I use this information to help me make some career decisions?

Class activities:

- Class discussion is conducted on the students' understanding of each of the terms. Class definitions for each are developed with assistance from the teacher.

- Students working in pairs complete a worksheet requiring them to use a selection of three web-based career information sources to answer questions on the industry and two occupations.
- The teacher selects the industries and occupations to ensure students are exploring unfamiliar information. The industry and two occupations are allocated in a random process e.g. teams select a number and are given the industry and occupations.
- Students present their information briefly to the class.

Possible follow-up activities:

- Students develop visual presentations on their findings
- Use the worksheet to explore an occupation they are considering
- Use the worksheet to explore the occupation of a family member, friend or neighbour
- Evaluate the selected information sources and provide a star rating

Resources:
See Sections 6 and 7 for details

Year 8: Aspiring and understanding

Year 8 students are at the beginning of understanding the importance of thinking about their goals and aspirations. The desire to discover more about themselves and the world of work is given support in this phase of their career development. Activities need to be incorporated across the curriculum encouraging the students to evaluate their own skills, knowledge and attitudes to help them make connections; and to increase their knowledge of wide range of occupational choices available to them. Students should be developing an awareness of how work contributes to our society.

Planning tools:

- The Australian Blueprint for Career Development Phase II
- Statewide/sector curriculum documents
- The Real Game series
- Employability skills

Essential questions to consider:

- Objectives for program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit:

Length:
6 x 50 mins lessons

Blueprint:
Area B: Learning and Work Exploration

Competency 6: Understand the relationship between work, society and the economy

Phase II – Competency 6.2: Understand how work contributes to the community

- 6.2.1: Understand how organisations operate (e.g. how money is made, overhead costs, profit)
- 6.2.2: Explore the importance of work to a community
- 6.2.3: Understand the relationships between work, community and the economy
- 6.2.4: Explore the economic contributions workers make to a community.
- 6.2.5: Understand how technological advances impact upon work roles in the community
- 6.2.6: Explore the impact of work on social, economic problems in the community

Objective:
To understand the type of work available and the contribution made to the community. Students examine the changes that have occurred in the community and how this has affected employment. Incorporate in a geography or history curriculum if appropriate.

Key questions:
- What work is undertaken in my community?
- How does the community benefit from this work?
- How have people in my community changed in the last 20 years?
- How have the changes affected employment in my community?

Class activities:
- Using maps of the local area students map the location of local businesses and industries.
- Students working in teams select a workplace to investigate. They use historical information, local council records, local business organisations, personal interviews and other relevant material.
- Students produce a class display on their selected workplace and how it has changed over last 20 years or more.

Possible follow-up activities:
- Interview current or past employees of the businesses
- Brainstorm changes that may occur in their local community and the impact of those changes on employment
- Draw up a then/now chart of the skills of a particular occupation available in their community
- Investigate benefits and costs of working in the local community.

Resources:
See Sections 6 and 7 for details

Year 9: Learning and working

Students at this level are interested in exploring their futures, pathway planning should have a significant focus in a career development program. Although knowledge of their personal attributes, skills and values are beginning to consolidate, the impact of these things are not always well understood. Students need to be made aware of the implications of decisions and the need to understand that career development is a journey that can take many paths and that skills can be transferable.

This is a time when students can begin to explore the skills required to find employment, such as résumé writing and interview techniques.

Planning tools:

- The Australian Blueprint for Career Development Phases II–III
- Statewide/sector curriculum documents
- The Real Game series
- Employability skills

Essential questions to consider:

- Objectives for program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit:

Blueprint:
Area B: Learning and Work Exploration

Competency 4: Participate in lifelong learning supportive of career goals

Phase II – Competency 4.2: Link lifelong learning to personal career aspirations

- 4.2.6: Explore the skills, knowledge and attitudes needed in particular industry sectors
- 4.2.7: Understand how past, present and future academic performance may impact upon the selection of future programs/courses
- 4.2.8: Understand how past, present and future academic performance may impact upon available work options
- 4.2.9: Apply strategies for improving your skills and knowledge
- 4.2.10: Demonstrate skills and attitudes towards learning what will help you to achieve your life and work goals
- 4.2.11: Identify how your education and training achievements affect your available options regarding courses/programs, workplace training and/or entry into work.

Personalise

- 4.2.12: Evaluate strategies for improving skills and knowledge and adopt those that contribute best to the learning process.

Act

- 4.2.13: Improve learning habits and study skills and adopt attitudes towards learning what will help you to achieve your life and work goals.

Objective:

- To understand the impact of decisions on career journeys
- To be aware that career development can take a number of paths
- The importance of developing skills that enhance employment

Key questions:

- What are the skills and personal attributes needed for my selected occupation/s?
- What skills and personal attributes do I currently possess and do they match my selected occupation/s?
- How could I further develop the skills and attributes that I need?
- What are the future prospects for this industry?
- What schooling do I need to undertake training for my selected occupation?
- What resources will I need to achieve my goal?

Class activities:

- Students watch one or more of the personal stories from Steve Waugh presents Chase Your Dreams and discuss their career development journeys. What skills and attributes helped them succeed? What problems did they encounter? What resources did they use to achieve their goals?
- Students complete a vocational assessment tool and/or personal attributes and values audit.
- Select at least one potential job and investigate the skills and attributes needed for their selected occupation. Examine the educational requirements for further education and training needed.
- Based on selected occupation students undertake a gap analysis of current skills, attributes and educational achievement. Students begin developing a personal pathway plan based on gap analysis.

Possible follow-up activities:

- Interview someone in their chosen occupation
- Map the industry sector for their occupation
- Prepare a pamphlet or podcast on their selected occupation for the school careers library or website

Resources:

See Sections 6 and 7 for details

Year 10: Planning and choosing

Year 10 is a significant time for most young people as they begin to make some serious decisions that will have significant impact on their career pathways. It is important that students are supported in a positive manner to achieve their aspirations while working towards realistic goals. A career education program at this level needs to ensure they have a strong understanding of their skills, attributes and values and extensive knowledge of the further education and training required and the employment opportunities of their chosen occupation/s.

Some young people will have definite goals and others will be more indecisive. Neither of these positions should be viewed as preferable but each is supported in understanding the benefits and negatives of each situation.

Planning tools:

- The Australian Blueprint for Career Development Phases II–III
- Statewide/sector curriculum documents
- The Real Game series
- Employability skills
- Job Guide

Essential questions to consider:

- Objectives for program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit:

Blueprint:
Area C: Career Building
Competency 11: Understand, engage in, and manage the career building process
Phase II – Competency 11.2 Understand and experience the career building process

- 11.2.1: Explore the concept that every decision is a career decision
- 11.2.2: Understand the concept of building your own career
- 11.2.3: Understand the difference between career planning and career building
- 11.2.4: Understand the importance of developing flexible and adaptable short-term action plans within the career building process
- 11.2.5: Understand the concept of a preferred future as part of the career building process
- 11.2.6: Understand the concept and importance of a career portfolio

Objective:

- To understand the meaning of the concept of career
- Explore the differences of planning and building
- Experience the development of a career portfolio

Key questions:

- What is a career?
- What are goals and aspirations?
- How can I plan and develop my career goals?

Class activities:

- Students undertake a range of tasks to identify their skills, values and other attributes. (These may include components from the Year 9 Learning and Working section of this resource.)
- Teachers discuss career pathway planning process with the students.
- Students begin developing a career portfolio, including a pathway plan.
- In small groups or pairs, students discuss their pathway plans and conclusions.
- Teachers can review students' pathway plans and refer students to the school careers coordinator for further help and assistance if required. Students who are struggling with this activity may also need to be referred to the careers coordinator for further assistance.
- Explore the issue of the need for contingency planning.
- Students add a contingency plan to their career pathway plan.

Possible follow-up activities:

- Students gather evidence of their employability skills.
- Students develop a résumé for future work.

Resources:

See Sections 6 and 7 for details

Career education framework Years 11–12

For young people in the post-compulsory years of education, career education needs to be more strongly focused on decision-making and being made aware of the current opportunities in employment and also further education and training.

It is important for young people to review their pathway plans regularly to incorporate increased knowledge, changes in direction and recording of goals achieved.

Students should be encouraged to be mindful that career development is a lifelong journey and the world of employment is always changing. Also, that they will have a number of opportunities to change jobs, learn new skills and gain new experiences throughout their career.

It is important that young people feel confident that they have the knowledge and access to a wide range of resources to make informed decisions. This helps reduce the stress young people often feel at this point in their career development.

A career development program at this level needs to make sure that students are aware of current information on courses and post-school options by using a variety of formats including online resources, email and newsletters. Information for parents can also assist in highlighting relevant information sources.

Year 11: Opportunities and planning

Year 11 is a time to understand and experience further education and training opportunities and developing a deep understanding of the current and future labour market trends to assist in making informed decisions on completing Year 12 or its equivalent. Students at this level often have difficulty in determining that they are making steps towards their career development aspirations, it is important that students are made aware of their achievements and supported in refining their goals.

Planning tools:

- The Australian Blueprint for Career Development Phases II–III
- Statewide/sector curriculum documents
- Job Guide
- Tertiary education and training handbooks
- Australian Qualifications Framework
- Employability skills

Essential questions to consider:

- Objectives for program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit:

Length:
2 lessons

Blueprint:
Area B: Learning and Work Exploration

Competency 4: Participate in lifelong learning supportive of career goals

Phase II – Competency 4.2: Link life-long learning to personal career aspirations

- 4.2.6: Explore the skills, knowledge and attitudes needed for particular industry sectors
- 4.2.7: Understand how past, present and future academic performance may impact upon the selection of future programs/courses
- 4.2.8: Understand how past, present and future academic performance may impact upon available work options

Apply

- 4.2.9: Apply strategies for improving your skills and knowledge
- 4.2.11: Identify how your education and training achievements affect your available options regarding courses/programs, workplace training and/or entry into work
- 4.2.12: Evaluate strategies for improving skills and knowledge and adopt those that contribute best to the learning process

Objective:
- Explore the types of further education and training.
- Understand the range of qualifications available.

Key questions:
- How is TAFE different from university?
- What do qualification levels mean?
- What qualifications do TAFEs deliver?
- What qualifications do universities deliver?

Class activities:
- Examine the Australian Qualifications Framework (AQF) and students' understanding of the differences between TAFE and higher education. Explore terms such as undergraduate, postgraduate, diploma, training, short courses and Recognition of Prior Learning (RLP). Using the DEEWR industry target poster, in small groups students map the qualifications needed for a specific industry against the AQF.
- Students either investigate or undertake a visit to a TAFE and a university and complete a survey on the courses and qualifications offered in relation to the industry they have previously investigated.

Possible follow-up activities:
- Map a particular occupation against the further education and training qualifications available.
- Examine the costs and benefits of further education and training.

Resources:
See Sections 6 and 7 for detail

Year 12: Decisions, decisions

Year 12 students are often engaged fully in their educational program but it is important that they have made some decisions for their transition into further education and training or employment. They need to be made aware of resources that can assist them should they change direction or find opportunities in a particular occupation are not currently available.

Planning tools:

- The Australian Blueprint for Career Development Phases II–III
- Statewide/sector curriculum documents
- The Real Game series
- Employability skills
- Job Guide

Essential questions to consider:

- Objectives for program
- Key questions
- Class activities
- Follow-up activities
- Materials and equipment
- Community/business links
- Assessment

Sample unit:

Length:
1 lesson

Blueprint:
Area A: Personal Management

Competency 1: Build and maintain a positive self concept

Phase III – Competency 1.3: Develop abilities to maintain a positive self-concept

- 1.3.3: Understand the importance of allies (e.g. friends, and supporters) to maintaining a positive self-concept
- 1.3.6: Identify your allies and external assets

Objective:
To understand the importance of allies and how they can assist in developing and achieving career goals

Key questions:

- Why are allies important to my career development?
- What strategies can help identify and maintain allies?
- Who are my allies now?

Class activities:

- Teachers discuss the importance of allies to career development and may involve discussion of allies that have assisted them in their career. Awareness and implications of statistics such as approximately 80% of jobs are never formally advertised.
- Students identify people who have assisted them in their career planning and goal setting up to this point. They consider how these people helped them.
- Seeking new allies is often a difficult task and it is worth preparing for the next time a potential ally comes their way. Each student prepares a thirty-second response to the question "Who are you and what are you looking for?" and presents their response to the class/group. Presentations are discussed by the class/group and positive feedback is provided.

Possible follow-up activities:

- In small groups students compare their lists and consider any new allies they could add to assist them in their decisions about post school options.

Resources:

See Sections 6 and 7 for details

Section 6

Lesson Bank teacher notes and student worksheets

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Lesson Plan title: Positive self-talk	145
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Guide to activities

ReCaP: A Resource For Career Practitioners Working With Young People includes ideas for classroom career development activities. It is not intended to be a complete program, but to provide practitioners with a variety of activities to use as they choose. There are 24 lesson plans with accompanying student worksheets in this Lesson Bank. There are an additional 15 lesson plans with student activity sheets that cover enterprise education in secondary schools. These can be accessed from Section 7: Support resources, sector links and acronyms.

The Lesson Bank in this section has 24 topics (see below). Each topic has been developed to include:

- a specific outcome
- a rationale
- a task description, including the suggested year level for each activity
- extension activities
- suggested resources (see Section 7 for a more detailed list)
- links to career competencies, based on the Australian Blueprint for Career Development
- student worksheets.

Teachers should check the worksheets before using them to ensure they are relevant to your state or territory and to the students. The student worksheets can be downloaded and modified to suit their learning needs, and multiple copies can be printed.

Times have not been allocated for topics as students may require varying amounts of time to complete each activity, and the teacher may need to allow for different modes of delivery. Not all activities need be completed. The order in this resource is a suggested order only. Use the activities that best suit the students. You can draw on the Lesson Bank as you need it; you can also align lessons to match your school's core curriculum.

Before using an activity, teachers should check the suggested resources (Sections 4 and 7 also contain useful references). Some terminology in an activity or worksheet may be state or territory specific, so teachers need to be aware of this beforehand.

The learning activities encourage students to learn and keep a record of the meanings of the language associated with the world of work. It is recommended that students develop a dictionary of terms that is kept in their personal portfolios. On completion of each learning activity, students should update their dictionary of terms.

ReCaP Lesson Bank teacher notes and student worksheets

The lesson plans and related student worksheets appear in this order:

1. Career action plan
2. Career investigation
3. Employability skills
4. Entrepreneurial skills
5. How careers unfold
6. Interview preparation
7. Interview participation
8. Introduction to VET
9. Leisure time
10. Local community scene
11. Modular work
12. Personal attributes
13. Personal perceptions
14. Personal portfolio
15. Personal skills
16. Personal timeline and vocational tree
17. Positive self-talk
18. Present and future work patterns
19. Résumé
20. Strengths and abilities
21. Technology and change
22. What is work
23. Work experience preparation
24. Work experience debrief

Assessment

ReCaP does not attempt to assess the activities. Career teachers may, however, find the following checklist, adapted from the Australian Blueprint for Career Development, useful in recording whether or not individuals have mastered the various career competencies. This particular checklist is for Phase II but can be adapted.

Lesson Bank mapped to the Blueprint matrix

Blueprint Phase II	Area A: Personal Management	Area B: Learning and Work Exploration	Area C: Career Building
Career action plan	■		■
Career investigation		■	
Employability skills	■	■	
Entrepreneurial skills		■	■
How careers unfold			■
Interview preparation	■		■
Interview participation	■	■	
Introduction to VET		■	■
Leisure time			■
Local community scene		■	
Modular work			■
Personal attributes	■		
Personal perceptions	■		
Personal portfolio	■		
Personal skills	■		
Personal timeline and vocational tree	■		
Positive self-talk	■		
Present and future work patterns		■	■
Résumé		■	■
Strengths and abilities	■		
Technology and change		■	■
What is work		■	
Work experience preparation	■	■	
Work experience debrief	■	■	

The career development activities in this Lesson Bank have been adapted from:

- The Department of Education, Training and Youth Affairs, 2000, *Making Choices*, Career Education Association of WA (Inc), Perth Western Australia; and
- The Department of Employment, Education and Training, 1995, *Career Resources for Teachers*, Australian Government Publishing Service, Canberra.

NB. Each school with Year 10 enrolments receives an additional class set of up to 25 Job Guides that can be accessed for use in lessons that refer to the Job Guide. Job Guide is also available online at **www.jobguide.deewr.gov.au.**

Lesson plan title: Career action plan

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/create work	7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.) 7.2.5 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) needed to get and keep work
8. Make career-enhancing decisions	8.2 Link decision-making to career building	8.2.3 Explore possible outcomes of decisions
11. Understand, engage in and manage the career building process	11.2 Understand and experience the process of career building	11.2.4 Understand the importance of developing flexible and adaptable short-term action plans within the career building process 11.2.5 Understand the concept of a preferred future as part of the career building process

Teacher's notes: Career action plan

Outcome

Produce a career action plan using goal-setting processes.

Rationale

Goal-setting is a process that can assist students to achieve short-term and long-term goals and get them motivated.

It is important for students to set goals to ensure that they have planned their pathways and to have worked out contingency plans if their goals are not met.

Task description

Suggested level: Years 9 and 10

It is preferable for students to have completed some learning activities dealing with work investigation, work experience, subject selection, personal attributes and employability skills, employer expectations and tertiary entry requirements before attempting this learning activity.

1. Teacher outlines the procedure for completion of the 'Personal action plan' worksheets.
2. Discuss what is needed for each student to produce an action plan.
3. Students complete 'Personal action plan' worksheets (steps 1 to 8).
4. It may be helpful for students to look back over their work and completed activity sheets of such things as work investigation, work experience, subject selection, their attributes and employability skills, employer expectations, and entry requirements for TAFE, university and other training organisations.

5. Students complete 'Personal action plan – Conclusion' worksheet and determine direction and goals for the next year and beyond.
6. In small groups or pairs, students discuss their action plans and conclusions.
7. Teacher reviews students' action plans and makes oral and/or written comments to them about their directions, providing positive guidance where necessary.
8. Some students may struggle with this activity because they have not yet developed future goals. However, sections on the 'Personal action plan' sheets can be completed without future goals in mind and this may possibly help in developing goals.
9. Teacher facilitates a whole-class discussion on the importance of contingency planning.

Extension activities

- Update dictionary of terms in portfolios.
- Students may share their action plans with their parents/guardians as a planned homework activity. Parents/guardians should be encouraged to write brief comments, providing guidance about future goals and praising achievements so far.

Number of student worksheets for this Lesson Plan – 2

- My Personal action plan
- My Personal action plan – Conclusion

Suggested additional resources

- Job Guide – in print (Sections 1 and 2) or online at www.jobguide.deewr.gov.au
- TAFE handbooks and websites
- University prospectuses, handbooks and websites
- OZJAC database
- Other career pamphlets from the Defence Forces and private training providers
- Career Information Centres

This activity links to the Planning step in www.myfuture.edu.au

Student Worksheet 1: Career action plan

My personal action plan

Complete the action plan below (steps 1 to 7).

You may find it helpful to consider your past experience in the following:

- work investigation
- work experience
- achievements
- personal attributes
- subject selection for Years 11 and 12
- entry requirements for TAFE, university, etc
- employer expectations
- employability skills

By completing each section, you can develop some direction, action and goals for the coming years.

Note

You may need to make new plans from time to time, as a result of changing your mind in regard to your career direction.

You may not have a clear picture of your goals. This is normal; people who do have goals now quite often change their direction and planning.

This action plan will help to get you thinking about your next couple of years and future planning in certain careers.

Career action plan

My personal action plan

Complete the following chart to develop your personal action plan.

1. My employment/career options:

_____

_____

_____

_____

_____

2. Employability skills I need for employment/career options:

_____

_____

_____

_____

_____

3. Qualifications/training I need for employment/career options:

_____

_____

_____

_____

_____

4. Employability skills I have developed:

_____

_____

_____

_____

_____

5. My achievements so far:

_____

_____

_____

_____

_____

6. My subject selection for Years 11 and 12:

_____

_____

_____

_____

_____

7. The skills I need to develop further:

_____

_____

_____

_____

_____

Student Worksheet 2: Career action plan

My personal action plan – Conclusion

My direction in Year 11	My direction in Year 12	My post-school goals

I know my plan or direction is achievable or realistic because:
Steps to take to make my plan happen:
Alternatives I have planned if my goals are not met:

Lesson plan title: Career investigation

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
5. Locate and effectively use career information	5.2 Locate, understand and use career information	5.2.8 Use school and community settings and resources to learn about work roles and work alternatives 5.2.6 Explore various work settings and work roles in the community 5.2.7 Explore various working conditions (e.g. inside/outside, hazardous) 5.2.9 Demonstrate how your interests, knowledge, skills, beliefs and attitudes are transferable to various work roles
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.4 Explore personal management skills like life and work balance, time management, problem-solving, stress management, etc
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.10 Re-examine your communication skills and adopt those that are truly effective in stressful situations

Teachers' notes: Career investigation

Outcome

Investigate options that can lead to career pathways in senior school.

Rationale

Students need to identify their interests and match these with career options to begin career planning and goal-setting.

Task description

Suggested level: Years 7 and 8, but also for Years 9 and 10. The activities are grouped for Years 7 and 8, and for Years 9 and 10, but teachers may use whatever activities best suit their students.

Through investigation, students should identify at least two types of work or occupations they may be interested in for future work roles. This will assist them in their decision-making about vocational pathways in senior school. This assignment may be completed over a period of time.

Teacher facilitates whole-class discussion of the assignment requirements.

Years 7 and 8 activity

1. Look at the index of jobs in the Job Guide, either in print or online at www.jobguide.deewr.gov.au
2. Students choose five jobs that seem interesting or unusual to them. From those jobs selected, students choose one to talk about to the class/group.

3. Divide the class into groups of three. Each group is given a list of unusual job titles together with the relevant job descriptions. The groups discuss the jobs in the list and a representative from each group tells the class about one or more unusual jobs.
4. The teacher writes on slips of paper the names of different jobs. The slips are put into a box and each student draws one out. Each student is then asked to think about the job written on the slip and write ten statements/clues which will help other students guess the job title. One student at a time can stand in front of the class and give the first clue, verbally or non-verbally. If the job title is not guessed within a reasonable time, a second clue is given.
5. If the clues involve stereotypes, i.e. people doing these jobs who do not fit the descriptions that students have used, a discussion could follow about the dangers of stereotyping.
6. Think of someone you know who has a job. Describe that person at work and what they might be doing now.

Years 9 and 10 activity

1. Using the school library, an excursion to the Career Information Centre and local employers, students work through the 'Career investigation' worksheet to complete their research.
2. Teacher introduces the 'Peer assessment sheet' and explains how students are to complete this exercise.
3. Students complete a 'Peer assessment sheet' for other students. This may be done in pairs or small groups.

Extension activities

- Update dictionary of terms in portfolios.
- Develop a handout of career-related terms and definitions for students to use.
- Identify common careers or work that several students (if not a majority) are interested in and invite guest speakers to the class to talk about their work.
- Students place completed assignments in their personal portfolios.
- Students present their completed assignments as prepared talks. The 'Peer assessment sheet' may be used with this activity.

Number of student worksheets for this Lesson Plan – 2

- Career investigation
- Peer assessment sheet

Suggested resources

For Years 7 and 8

- Job Guide – in print or online at www.jobguide.deewr.gov.au

For Years 9 and 10

- Copies of the Career investigation worksheet
- Copies of the Peer assessment worksheet
- School library booking and/or excursion to local Job Link Centre or Careers Reference Centre

- Job Guide – in print (Sections 1 and 6) or online at www.jobguide.deewr.gov.au
- Job Outlook – www.joboutlook.gov.au/Pages/default.aspx

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet 1: Career investigation

Career investigation

You are going to investigate careers and present your findings to the class.

Select two types of careers and present your findings as a written report or by using presentation software.

Base your report on the following headings:

- Description of the work, e.g. the type of tasks performed in the position, the products or service provided.
- The effect of technology, e.g. improving working conditions, productivity, creating or destroying certain work/positions – give examples.
- Working conditions and environment, e.g. location of work, safety requirements, special conditions (e.g. danger money), uniform and dress, indoor or outdoor work, trade unionism.
- The wages/salaries for that work, e.g. the range of wages or salaries, any special conditions for overtime work.
- The skills required for specific tasks within the work/career, e.g. direct skills such as working with your hands.
- Employability skills that apply to the work, e.g. leadership, communication, problem-solving.
- Education or training qualifications required for the work/occupation, e.g. TAFE/universities/apprenticeships, and any vocational programs available in senior school.
- Advantages and disadvantages of the work/occupation, e.g. good pay, long hours.
- Future prospects for the job. Is demand increasing or decreasing?
- Your own personal suitability for the work/occupation, e.g. do you think you are capable of doing this job? Why? What skills or competencies would you have to develop to have a good chance of getting into this job or career?

You will need to show that you have gathered material from a range of sources, e.g. interview, library, Career Information Centre and Job Services Australia provider.

Student Worksheet 2 Career investigation

Peer assessment sheet

Student name: _____

Assessment could be based on the following questions.

Is there a description of the work, e.g. type of tasks performed in the position, products or services provided?	
Is the effect of technology explained and examples given, e.g. improving working conditions or productivity, creating or destroying certain work/positions?	
Are the working conditions and environment, e.g. location of work, safety requirements, special conditions (e.g. danger money), uniform and dress, indoor or outdoor work, trade unionism, described?	
Are the wages/salaries for that work, e.g. range and any special conditions for overtime work, outlined?	
Are the skills required for specific tasks within this work/occupation, e.g. direct skills working with your hands, identified?	
Are the employability skills that apply to the work, e.g. leadership, communication and problem-solving, identified?	
Are the education or training qualifications required for the work/occupation, e.g. TAFE/universities/apprenticeships/traineeships and vocational subjects available in Years 11 and 12, outlined?	
Are the advantages and disadvantages of this work/occupation, e.g. long hours, good pay and bonuses, outlined?	
Have you evaluated or judged your own personal suitability for this work, e.g. do you think you are capable of doing this job? Why? What skills or competencies would you have to develop to have a good chance of getting into this job or career?	
Have you gathered material from a range of sources, e.g. personal interviews, library, Career Information Centre or Job Services Australia provider?	

Comments: _____

_____

_____

_____

_____

_____

_____

_____

Lesson plan title: Employability skills

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.8 Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem-solving, etc.) 3.2.13 Engage in further work, family and leisure activities that contribute to your own mental, emotional, physical and economic wellbeing
AREA B: LEARNING AND WORK EXPLORATION		
4. Participate in lifelong learning supportive of career goals	4.2 Link lifelong learning to personal career aspirations, both present and future	4.2.4 Understand how personal skills and attitudes influence career successes 4.2.6 Explore the importance of a variety of skill types in the workplace 4.2.8 Explore the skills, knowledge and attitudes best suited to adapt to changing work role requirements 4.2.14 Compare the role of a student with that of a worker
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.4 Explore the economic contributions workers make to a community

Teachers' notes: Employability skills

Outcome

Identify current generic skills that are transferable to the workplace.

Rationale

Students have an array of skills that they may not be aware of that are useful in the workplace. They need to recognise the skills they already possess and how these can be transferred to the workplace. Students need to understand the term 'employability skills' in relation to the world of work and to realise that certain skills are common to many types of work.

Task description

Suggested level: Years 9 and 10

To assist students to understand the term 'employability skills' and to realise that certain skills are common to many types of work.

1. Teacher introduces the terms 'employability skills', 'generic skills' and 'key competencies'.
2. In pairs, students identify at least three scenarios in which employability skills may be used, e.g. home, school and workplace.

3. Students individually or in small groups list:
   a. The skills they have learned outside the classroom that can be used at school or in the workplace; and
   b. the skills they have developed (or are developing) at school in the classroom or in co-curricular activities such as sport, music and the arts, and how they can be used at work.
4. In pairs or small groups, students discuss and answer the 'Checklist' Question 1.
5. Students individually answer Question 2 on the 'Checklist'.
6. Teacher constructs an employability skills list on board, using students' answers to Question 2.
7. In pairs, students list three types of work that they may be considering in the future and the skills necessary, identifying skills common to all three. They should also check whether they have these skills by comparing them with their own lists.

Extension activities

- Update dictionary of terms in portfolios.
- Students may place the completed lists in their personal portfolios.
- Students individually or in small groups list the skills they have developed through sport, hobbies or work experience and how they can be used in the workplace.
- Students individually or in small groups describe how they used their skills during work experience.
- Teacher facilitates a whole-class discussion on some of these skills and the ones from the 'Checklist', providing examples of how they would be used in the workplace.
- Students may deliver a presentation to the class on a preferred field of work and explain the employability skills and educational requirements for the occupation/job.
- Invite a guest speaker from the local Chamber of Commerce and Industry or Rotary Club to speak about the importance of employability skills in the workplace from an employer's perspective.
- Invite a parent who has gained skills in the family or community context to talk about how he or she has transferred these skills to the workplace.

Number of student worksheets for this Lesson Plan – 1

- Checklist

Suggested resources

- Copies of Checklist worksheet
- Blackboard/whiteboard
- myfuture website at www.myfuture.edu.au
- Job Guide – in print (Section 2) or online at www.jobguide.deewr.gov.au
- Employability Skills for the Future website at www.deewr.gov.au/schooling/CareersandTransitions/EmployabilitySkills/Pages/Overview.aspx

Teacher reference: Employability Skills Framework

There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. In 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the Report Employability Skills for the Future on behalf of DEST and ANTA. The Report aimed to improve the understanding of what employers consider to be the attributes that make a good employee, as well as to stimulate further work in employability skill development in Australian education and training.

The key skills identified in conjunction with the personal attributes to make up the Employability Skills Framework are shown in the table on pages 18 and 19.

This activity links to the Identifying step in www.myfuture.edu.au

Employability skills framework

Personal attributes that contribute to overall employability	Loyalty Commitment Honesty and integrity Enthusiasm Reliability	Personal presentation Common sense Positive self esteem A sense of humour	A balanced attitude to work and home life An ability to deal with pressure Motivation Adaptability
Skill	**Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)**	**Skill**	**Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)**
Communication ..that contributes to productive and harmonious relations across employees and customers	Listening and understanding Speaking clearly and directly Writing to the needs of the audience Negotiating responsively Reading independently Empathising Speaking and writing in languages other than English Using numeracy Understanding the needs of internal and external customers Persuading effectively Establishing and using networks Being assertive Sharing information	**Planning and organising** ...that contributes to long and short term strategic planning	Managing time and priorities– setting time lines, co-ordinating tasks for self and with others Being resourceful Taking initiative and making decisions Adapting resource allocations to cope with contingencies Establishing clear project goals and deliverables Allocating people and other resources to tasks Planning the use of resources including time management Participates in continuous improvement and planning processes Developing a vision and a proactive plan to accompany it Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria Collecting, analysing and organising information Understanding basic business systems and their relationships

Teamwork …that contributes to productive working relationships and outcomes	Working across different ages and irrespective of gender, race, religion or political persuasion Working as an individual and as a member of a team Knowing how to define a role as part of the team Applying team work to a range of situations e.g. futures planning, crisis problem-solving Identifying the strengths of the team members Coaching and mentoring skills including giving feedback	**Technology** ...that contributes to effective execution of tasks	Having a range of basic IT skills Applying IT as a management tool Using IT to organise data Being willing to learn new IT skills Having the OHS knowledge to apply technology Having the physical capacity to apply technology e.g. manual dexterity
Problem-solving …that contributes to productive outcomes	Developing creative, innovative solutions Developing practical solutions Showing independence and initiative in identifying problems and solving them Solving problems in teams Applying a range of strategies to problem-solving Using mathematics including budgeting and financial management to solve problems Applying problem-solving strategies across range of areas Testing assumptions taking the context of data and circumstances into account Resolving customer concerns in relation to complex projects issues	**Learning** …that contributes to ongoing improvement and expansion in employee and company operations and outcomes	Managing own learning Contributing to the learning community at the workplace Using a range of mediums to learn – mentoring, peer support and networking, IT, courses Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) Having enthusiasm for ongoing learning Being willing to learn in any setting – on and off the job Being open to new ideas and techniques Being prepared to invest time and effort in learning new skills Acknowledging the need to learn in order to accommodate change
Self-management …that contributes to employee satisfaction and growth	Having a personal vision and goals Evaluating and monitoring own performance Having knowledge and confidence in own ideas and visions Articulating own ideas and visions Taking responsibility	**Initiative and enterprise** …that contribute to innovative outcomes	Adapting to new situations Developing a strategic, creative, long-term vision Being creative Identifying opportunities not obvious to others Translating ideas into action Generating a range of options Initiating innovative solutions

Extract from Employability Skills for the Future, 2002

Student Worksheet 1: Employability skills

Checklist

Employability skills are those generic skills that employers expect employees to have, along with job-specific technical skills. These skills are also prerequisites for self-employment. These skills are developed during your schooling years and they are further developed when you leave school.

1. Work through this list of employability skills and identify the skills that you enjoy doing or are good at.

   Think of examples from your own life. If necessary, get someone who knows you well to prompt you.

   Most of your examples may relate to home.

Communication	
Enjoy doing	Good at

Teamwork	
Enjoy doing	Good at

Problem-solving	
Enjoy doing	Good at

Initiative and enterprise	
Enjoy doing	Good at

Planning and organising	
Enjoy doing	Good at

Self-management	
Enjoy doing	Good at

Learning	
Enjoy doing	Good at

Technology	
Enjoy doing	Good at

2. Using the lists above, record five employability skills that you have identified as being important in your current activities.

   It may be important for you to explain to an employer when you are seeking work that you have gained these skills, and you may wish to mention the context where you have demonstrated these skills.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

Lesson Plan title: Entrepreneurial skills

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.3 Understand relationships between work, community and the economy
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/create work	7.2.9 Acknowledge your personal qualities and skills and determine which to build into your career goals and aspirations 7.2.3 Understand the language describing employment and other work opportunities and conditions
8. Make career enhancing decisions	8.2 Link decision-making to career building	8.2.9 Understand how uncertainties about the future may lead to creative or alternative choices 8.2.3 Explore possible outcomes of decisions

Teachers' notes: Entrepreneurial skills

Outcome

Identify changes in the world of work, including entrepreneurial skills.

Rationale

With many major businesses and large government departments downsizing, there is a trend towards people working from home and setting up their own businesses. To cope with this changing nature of work, students must be enterprising and flexible, and may need to become entrepreneurial.

Task description

Suggested level: Years 9 and 10

1. The teacher facilitates a whole-class discussion about how the current trends of downsizing, reductions in the labour force and redundancies are making people think there are no safe jobs any more.
2. During this discussion, the teacher should highlight the fact that in some parts of Australia, unemployment is on the rise, especially for the groups traditionally discriminated against: older workers; women; minorities; and teenagers. Discuss why this might be.
3. In small groups, students discuss the comment, "While there are fewer jobs out there, there is still plenty of work to be done". Small-group findings should be shared with the whole class through a brief, teacher-facilitated discussion.
4. In small groups, students discuss the term 'entrepreneur' and a group representative writes the group definition on the board. A group representative then briefly outlines each group's definition to the whole class.

5. In small groups, students write a definition of an entrepreneur on butchers paper discussing and listing the qualities of an entrepreneur under the definition.
6. It's easy for students to choose a well-known entrepreneur to identify some skills, e.g. has inner control, is innovative, a decision-maker, good interpersonal skills, plans and sets goals, sees things realistically, is a risk-taker, uses feedback and acts when necessary.
7. Ask students to identify which qualities are evident through the case studies; and/or read the attached case studies and identify which of these qualities are evident; and/or invite a self-employed person to assist them to identify these qualities, putting them into context of their work/projects.
8. In small groups or pairs, students identify someone in their class or school who has entrepreneurial qualities.
9. Students compare results from two interviews with work patterns highlighted in the scenarios.
10. The teacher facilitates whole-class brainstorming of advantages of being an entrepreneur and records students' ideas on the board.
11. Once the brainstorm is complete, the teacher facilitates a discussion about the agreed characteristics of a successful entrepreneur and the possible associated problems that an entrepreneur might have to deal with.

Extension activities

For teachers interested in further developing students' skills in this area, see the activities in Developing Enterprise Skills from Enterprise Education in Secondary Schools in Section 7.

- Update dictionary of terms in portfolios.
- Students create collages of enterprises on butchers or brown paper. This may be undertaken in small groups or as a whole class. Different groups can be responsible for different industry areas.
- Students design collages on butchers paper and write words or cut pictures from magazines that relate to jobs in that work area. These may be pinned up on the wall and added to each week as further ideas come to mind.
- These extension activities can be used as a resource to help students with activities in career education where they need to identify tasks, roles or projects etc. for career education.
- Investigate some entrepreneurial opportunities in your local area. What can you see that needs to be done?
- Invite someone who started their own business to speak to the class.

Number of student worksheets for this Lesson Plan – 1

- What is an entrepreneur? Scenarios and activity sheet

Suggested resources

- Copies of What is an entrepreneur? worksheet
- Blackboard/whiteboard
- Butchers paper and felt-tipped pens
- Copies of scenarios, attached
- Job Guide – in print (Section 2) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: Entrepreneurial skills

Scenarios of people involved in self-managed employment and enterprise
Adapted from Goddard, D & Ferguson, K 1998, Fundamentals and Feasibility Study Into Self-Managed Employment and Enterprise Initiative. Conducted for the North Metropolitan Perth Area Consultative Committee, November. Reproduced with permission from Enterprise Research.

Scenario 1
Jan is 18 years old. She graduated from secondary school at the end of 2002 with good results.

Rather than go to university, however, she decided to participate in the real world for a year.

She continued to work as a check-out operator in a local supermarket as she had done during her final year of school.

Being of a pleasant and communicative nature, she struck up conversations with a number of people, one of whom ran a business from home. This person, searching for someone to assist in his business, asked Jan if she was interested in part-time secretarial work.

She said she was, although she stressed her limitations as far as typing, book-keeping and computer skills were concerned. The business person, however, was far more interested in her engaging nature and communication skills, and said he would provide training as required.

She continues work at the supermarket and is now learning a range of skills in the secretarial, book-keeping and computer areas. She is paid for both roles, as well as for a home-cleaning job she undertakes for another business person.

She has to manage her time and finances but is her own boss.

Scenario 2
Alan has just turned 16 and is in Year 11 at school. On Monday nights, he has a paper round, delivering local papers. In addition, he has been trained to enter statistical data, which he does when the need arises, and he regularly backs up CD-ROMs as a small business on the side.

For all three of these jobs, he is paid and has to manage his time and finances. In addition, he has his own music web page, turning out specific tabs for interested parties.

He is a member of five different bands, three at school and two outside school. The latter two bands also have the capacity to earn money and involve him in sound studio recording and the business of marketing the bands.

Scenario 3
Doug is 23 years old and is studying part-time at university, completing a commerce degree. During his time at university, he has taken part-time employment to gain skills in the area of business as well as to earn a salary.

His father, a business person and former accountant, has encouraged Doug and assisted him where he can. Through his father's contacts, he has been contracted to manage the office of one company, is involved in aspects of company law for that same company, acts as the board executive officer for another, and is now training a younger person to look after the books for a third company.

He undertakes all this work on a contract basis, and has to organise his own taxation. At the same time that he is completing his university degree and doing part-time work, he is maintaining a strong involvement in sport.

Scenario 4

Kim is a single mother in her early forties with two children in her care.

She expressed a view to a business owner one day that she was both frustrated and bored. The frustration was because she depended financially on her ex-husband, and her boredom resulted from the fact that she felt trapped in her house and needed to get out.

The business person asked if she wanted to do some book-keeping. Kim, who had run a small business prior to her marriage, was keen and so became a part-time book-keeper for a small company.

She works two days a week at that job, with the knowledge she can be at home and work if she needs to. The rest of her time is spent in voluntary work with her children's school, as a hard-working volunteer in a sporting club, and in her role as a carer for her children at home.

What is an entrepreneur?

1. Write down the definition of entrepreneur.

_____

_____

_____

_____

2. List the qualities of an entrepreneur.

_____

_____

_____

_____

3. Complete the following table.

Characteristics of a successful entrepreneur	Advantages of being a successful entrepreneur	Disadvantages/problems of being a successful entrepreneur

Lesson Plan title: How careers unfold

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA C: CAREER BUILDING		
8. Make career enhancing decisions	8.2 Link decision-making to career building	8.2.3 Explore possible outcomes of decisions 8.2.7 Explore advantages and disadvantages of various courses and programs for the attainment of career goals
9. Maintain balanced life and work roles	9.2 Explore and understand the interrelationship of life roles (II)	9.2.6 Explore the advantages and disadvantages of various life role possibilities 9.2.11 Determine the type of career roles that would best suit your life

Teachers' notes: How careers unfold

Outcome

Investigate how work patterns develop in unexpected directions.

Rationale

Careers often develop in unexpected directions. Work patterns may not evolve as planned and students must learn to take responsibility for coping with unplanned changes.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. Using the sample survey forms, students discuss in small groups the purposes of survey forms and list several types of forms.
2. The teacher facilitates a whole-class discussion on the purpose of surveys in general.
3. The teacher facilitates a whole-class discussion on the intentions of and procedures for administering the 'Career survey', including the reasons for and type of information sought through questions in the survey.
4. Students in Years 9 and 10 could survey community members, but it may be more appropriate for students in Years 7 and 8 to survey family members.
5. The teacher facilitates a whole-class discussion on how to obtain responses to the questionnaire by using interpersonal skills.
6. Students complete the survey in pairs. The teacher clearly points out to students the safety issues involved in undertaking surveys of strangers.

7. On completion of the survey, students in small groups discuss issues arising from the findings, such as:
   - Were there many people who did not get the work they expected after they left school?
   - How helpful to their careers were the courses undertaken?
   - Why did they want to, or not want to, change work? List the reasons.
   - Did they tend to stay in the same type of work?
   - Did anyone surveyed have any unusual career changes?
   - How did they cope, or not cope, with unemployment?
   - What affected the decisions they made?
   - How have they changed through being at work?
   - How has technology affected their careers?
8. Each group determines whether there are any particular patterns emerging and presents findings to the class.
9. The teacher facilitates discussion of issues that the students need to be aware of when planning careers.

Extension activities

- Update dictionary of terms in portfolios.
- In pairs, students summarise their survey results and findings. Their summaries may be a letter to a friend giving advice on career direction, a poster in the form of a flow chart on how careers develop or an article for the school magazine.
- Older students could link this activity with their work on 'The local community scene'.

Number of students worksheets for this Lesson Plan – 1

- Career Survey worksheet

Suggested resources

- Sample real-life questionnaires and survey forms, e.g. car repair feedback surveys, department store feedback sheets, samples of surveys from polling enterprises, etc.
- Copies of Career survey worksheets
- Relevant resources for the creation of posters, magazine articles and letters
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: How careers unfold

Career survey

School: _____

Student: _____

1. What is your present work?

_____

_____

2. Did you want to do this when you left school? Why?

_____

_____

_____

_____

_____

3. What was your first work? (Was it part-time, full-time, casual, or volunteer work?)

_____

_____

_____

_____

4. Why did you take that work?

_____

_____

_____

_____

5. How many times have you changed work?

_____

_____

_____

_____

6. Why did you change work?

_____

_____

_____

_____

_____

7. Describe the best work you have ever had.

_____

_____

_____

_____

_____

8. Have you taken any courses and, if so, how were they helpful?

_____

_____

_____

_____

_____

9. If you have been unemployed, how did you spend your time?

_____

_____

_____

_____

11. What was the best career decision you ever made? Explain why it was the best.

_____

_____

_____

_____

_____

12. Are there any career decisions that you regret making?

_____

_____

_____

_____

13. How have technological changes affected you?

_____

_____

_____

_____

14. How has being at work changed you?

_____

_____

_____

_____

15. What advice would you give to yourself if you were our age?

_____

_____

_____

_____

_____

_____

_____

Thank you for helping us with our survey.

Lesson Plan title: Interview preparation

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.3 Explore interpersonal and group communication skills 2.2.12 Demonstrate dependability and honesty towards others
AREA B: LEARNING AND WORK EXPLORATION		
5. Locate and effectively use career information	5.2 Locate, understand and use career information	5.2.6 Explore work settings and work roles in the community 5.2.7 Explore various working conditions (e.g. inside/outside, hazardous) 5.2.8 Use school and community settings and resources to learn about work roles and alternatives
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/ create work	7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.) 7.2.3 Understand the language describing employment and other work opportunities and conditions 7.2.8 Identify your transferable skills and experience a new task by using them

Teachers' notes: Interview preparation

Outcome

Prepare for an interview. To help students understand what a job interview is and the reasons for its use.

Rationale

The purpose of an interview is to give the interviewers the opportunity to meet prospective candidates for a position (such as employment or enrolment in Structured Workplace Learning) and to discuss their interest in the work and ability to meet the requirements.

It provides the opportunity for students to sell themselves and for interviewers to compare the abilities of the short-listed applicants and choose the best.

Task description

Suggested level: Years 9 and 10

It is recommended that this learning activity be completed before the *Interview Participation* learning activity. This topic deals with the preparation of students for interviews, while the topic of Interview participation enables students to role-play interviews.

1. As a class students discuss what an employment interview is, and why or how it might be used.
2. They are then asked to write on the board the things an employer could find out from an interview that they could not find out from a written application or telephone call. The list might include assessing your appearance and communication skills, finding out how well you can think on your feet, and finding out whether you would fit into the workplace. What things could a person being interviewed find out from the interview?
3. The teacher outlines the importance of researching the organisation and the job that the students are applying for, e.g. find out about the structure of the company, and know the tasks and responsibilities of that position.

Key discussion points

How long has the company been established? Where is it located? How many employees work there? What sort of products or services does it specialise in? What skills/qualities will be required for the position? What is the structure of the organisation? (This can be done by students telephoning the company and asking for information; asking family and friends for information; doing research in a library; possibly reading local or national newspapers or via the company's advertisements; looking in the Yellow Pages; researching at the local Career Information Centre.)

1. During the discussion, the teacher should point out the importance of keeping all information relevant to the interview in a folder, e.g. a copy of the job advertisement/VET course; a copy of the initial application; information on travel arrangements to get to the interview; name of the interviewer; and subsequent feedback.
2. In small groups, students list reasons for rehearsing for the interview and being prepared to answer interview questions, recording their answers on sheets of paper. One student per group acts as a scribe and briefly reports the reasons to the whole class.
3. In pairs, students read through the interview tips on their handout and prepare questions for the interview – one as interviewer, one as interviewee – for the learning activity in 'Interview participation'. Students should write down their questions so the interviewer can see that they are well prepared.
4. Volunteer students role play both positive and negative examples of body language, e.g. slumping in chair at the interview versus sitting up straight and leaning slightly forward; looking down while being interviewed versus maintaining eye contact and smiling when appropriate.
5. In small groups, students record a list of positive body language, e.g. making eye contact, and greeting with a smile.
6. Teacher facilitates whole-class discussion on the importance of positive body language, especially eye contact (there is a need to be culturally sensitive), posture and active listening techniques during the interview.

7. In pairs, students practise a firm, strong handshake, a smile and a courteous greeting as they role-play the introduction scene. They use the name of the interviewer, maintaining eye contact. It is also useful for students to practise how an interviewer would invite the interviewee to take a seat in the interview room.
8. In small groups, students discuss the appropriate dress standards for a job interview. All students in the group take notes during the discussion. On completion, the teacher facilitates a brief, whole-class discussion on this topic.

This is probably the most important aspect of the process. Image is important and covers hair; hands and nails; jewellery; clothes; shoes; stockings (if appropriate); and accessories.

Colours and patterns of clothes make a statement. While it is best to play safe and dress conservatively, this may not be the case if, for example, students are applying for a position in a jeans shop. Students may need to include appropriate dress in their research.

Personal presentation is particularly important if the role involves meeting the public or clients; attending conferences; or if there is the possibility of a promotion that would mean representing the image of the company.

Cleanliness is essential for employment involving food preparation or service.

Extension activities

- Update dictionary of terms in portfolios
- Invite a guest speaker (employer, Year 11 or 12 student with part-time employment, ex-student in employment) to talk about the interview process and expectations
- Invite a guest speaker to talk about dressing for success
- Provide a demonstration of correct grooming (including make-up), hygiene and dress techniques – right and wrong methods of dress (preferably through a guest)
- Excursion to a clothes library
- Role-play interviews
- Examine case studies
- Brainstorm questions that are likely to be asked or can be asked at an interview
- View videos on interview techniques or body language
- Organise an interview panel with employers (or Rotary, Lions, Chamber of Commerce and Industry, etc) for practice interviews

Number of student worksheets for this Lesson Plan – 4

- Preparing for the interview
- Job interview
- Vocational Education and Training Interview
- Questions you might ask

Suggested resources

- Copies of job advertisements taken from a newspaper
- Current personal portfolios to prepare for the interview
- Videos on body language/interview technique (optional), from the Department of Training and Employment in your state or territory
- Copies of 'Preparing for the interview', 'Job interview', 'Vocational Education and Training interview' and 'Questions you might ask' worksheets available from:
- Job Guide – in print (Section 2) or online at www.jobguide.deewr.gov.au
- The DEEWR website at www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/Resources/pages/ReCap.aspx

This activity links to the Planning step in www.myfuture.edu.au

Student Worksheet 1: Interview preparation

Worksheet 1: Preparing for the interview

Read through the following points to help you make the best impression at the interview.

- Find out all you can about the job and the employer, for example, look at the advertisement, contact the human resources or personnel section of the firm, and access their website if they have one.
- Make sure you know how to get to the interview, and plan to arrive at least five minutes early. If you are unavoidably delayed, telephone to explain if possible and apologise. (Have a trial run if possible.)
- Dress appropriately for the interview. Even if you know the position might require you to get dirty or untidy, dress conservatively.
- Make sure your portfolio is up to date and relevant, with spare copies of your résumé, school reports and references in case you are asked to leave copies.
- Prepare your questions.
- Practise your interview with a friend or your family.
- Make sure your hair, fingernails and shoes are clean. Employers and panel members notice these details.
- Be ready to talk about yourself. Do not use 'yes' or 'no' answers, but try to expand your answers into relevant sentences about your strengths and attributes. Where possible, link your experiences and skills to match the position.

Student Worksheet 2: Interview preparation

Worksheet 2: Job interview

Questions the interviewers might ask:

- What do you know about the company?
- Why do you want to work for this company?
- Tell me about your work experience up until now.
- What are your favourite subjects at school? Why?
- What did you do in your last (work) position?
- Do you have any future studies in mind?
- What are your hobbies, interests and social activities?
- Tell us about a significant accomplishment in the past and how you achieved it.
- Why do you think you would be good at the position?
- Why did you leave your last position?
- What are your ambitions for the future?
- Where do you see yourself five years from now?
- When can you start work?
- Why should we give you the position?
- Have you ever had part-time work?
- How will this company benefit by your participation at this workplace?
- What is your current career goal? What do you know about the work and what do you need to do enter this job?
- What kind of people do you enjoy working with? What kind of people do you find difficult? How do you manage being with people you find difficult?
- What do you think are your greatest strengths and weaknesses as an employee?
- Tell us about a time when ... (you had to deal with a difficult person/things did not go according to plan, etc.).

Look carefully at the job advertisement and try to imagine other questions the interviewers might ask to find out whether you have the right employability skills or personal attributes.

Student Worksheet 3: Interview preparation

Worksheet 3: Vocational Education and Training interview

Questions the interviewers might ask:

- What do you know about VET?
- Why did you apply for this VET course/position?
- What advantages do you see for yourself enrolling in VET?
- How will your study program change as a result of your participation in VET?
- Have you ever had a part-time job? If 'yes', how did you get this position? If 'no', what do you think you would have to do to obtain a part-time position?
- How will an employer benefit by your participation at his or her workplace?
- How do you think the workplace differs from school?
- What is your current career goal?
- What do you know about the position and what prerequisites do you need to enter this industry?
- What kind of people do you enjoy working with? What kind do you find difficult? How do you manage being with people you find difficult?
- As an employee, what would you consider your greatest strengths and weaknesses?
- Tell us about a time when ... (you had to deal with a difficult person/things did not go according to plan, etc.).
- What are your favourite subjects at school? Why?
- Do you have any future studies in mind?
- What are your hobbies, interests and social activities?
- Tell us about a significant accomplishment in the past and how you achieved it.
- Where do you see yourself five years from now?
- Why should you be accepted into VET?
- Is there anything you would like to ask or say?

Look carefully at the VET course and try to imagine other questions the interviewers might ask to find out whether you have the right skills or personal attributes.

Student Worksheet 4: Interview preparation

Worksheet 4: Questions you might ask

Be prepared to ask some questions. If necessary, write them down. This is a good way of showing that you are keen and you are using your initiative.

- Could you give me more information on ... (e.g. a particular aspect of the work/VET course)?
- Are there any prospects for advancement?
- Why is the position vacant?
- Is there any further training available?
- What if the employer wants to pay me for completing Structured Workplace Learning?
- When will I be expected to complete the Structured Workplace Learning placement?
- What are the names of some of the companies that take on students for Structured Workplace Learning placements?
- What are the hours of work?
- You can ask about pay, but make sure that you appear to be at least as interested in the position as in the pay.

Thank the interviewers for their time, smile, shake their hands and tell them you are looking forward to hearing from them.

Lesson Plan title: Interview participation

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.8 Demonstrate skills, knowledge and attitudes in responding to criticism 2.2.4 Explore personal management skills like life and work balance, time management, problem-solving, stress management, etc 2.2.7 Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.3 Explore interpersonal and group communication skills
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/create work	7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.) 7.2.1 Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.5 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.8 Identify your transferable skills and experience a new task by using them
11. Understand, engage in and manage the career building process	11.2 Understand and experience the process of career building	11.2.1 Explore the concept that every decision is a career decision 11.2.9 Create and maintain your career portfolio

Teachers' notes: Interview participation

Outcome

Participate effectively in the interview process.

Rationale

Students can become quite nervous when attending interviews. It is appropriate for them to practise interview participation so they can become aware of how an interview is performed and how they may react.

Task description

Suggested level: Years 9 and 10

The students may either perform a role-play using job/VET courses advertisements or be interviewed by people from the school community, for example parents, employers or VET coordinators.

Panel interviews, with two or more people as interviewers, may be used to give students experience in this method of selection.

1. Teacher facilitates a brief review of the key concepts learned in 'Interview preparation'.
2. Students conduct role-plays using preparation sheets for job/VET courses advertisements from 'Interview preparation', and 'Interview feedback sheet A' to prepare for the role-play.
3. As a whole class or in small groups, students comment on the outcome of each interview and make comments on ways to improve the interview, basing their comments on the 'Interview feedback sheet B'.

   The relevance of the interview may be further increased by providing students with some background to the interviewer and interviewee, such as:

   – Role-play 1 – applicant is applying for a position in a VET course in Year 11
   – Role-play 2 – applicant lost last work position because of being consistently late
   – Role-play 3 – interviewer knows that he or she is being retrenched and does not like the company
   – Role-play 4 – applicant did not do well at school and does not want to show reports
   – Role-play 5 – interviewer has not been trained or prepared very well and the applicant wants to expand on responses to reveal his or her attributes to the best advantage.
4. Teacher facilitates class discussion. Students review the outcomes using the 'Interview feedback sheet B' and discuss how to follow up a job interview. This may also be completed as a small-group exercise.

Extension activities

- Update dictionary of terms in portfolio.
- Students write a Thank you letter to the chair of the interview panel/interviewer.
- Students role-play a follow-up telephone conversation with the chair of the interview panel/interviewer.
- Invite guest speakers from Years 11 or 12 who have had relevant interviews to the class to participate in small-group discussions with student.
- Teacher may collect the students' feedback sheets and collate the information so they can receive written feedback on their role-playing.
- Students view an appropriate video on interview techniques.
- Organise an interview panel with employers (or Rotary, Lions, Chamber of Commerce and Industry, etc.) for practice interviews.

Number of student worksheets for this Lesson Plan – 1

- Interview Feedback Sheet A
- Interview Feedback Sheet B

Suggested resources

- Copies of Interview feedback sheet A and Interview feedback sheet B
- Job Guide – in print (Section 2) or online at www.jobguide.deewr.gov.au
- Copies of the Interview worksheet on the DEEWR website at: www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/Resources/Pages/ReCap.aspx

This activity links to the Planning step in www.myfuture.edu.au.

Student Worksheet 1: Interview participation

Interview feedback sheet A

You are going to participate in and observe a role-play activity for interviews.

You will use either a job advertisement or entry to a VET course as the basis of the interview.

You will play the role of an interviewer or an interviewee.

Read through the type of questions that are commonly asked at interviews, and then make up questions for your role which are applicable to the particular job.

1. Job/VET course:

   _____

2. Are you interviewer or interviewee?

   _____

3. List five questions to ask that are relevant to the job/VET course:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Hints for the interview

- When you meet the interviewers, smile and offer to shake hands. Use their names.
- Look directly at the interviewers throughout the interview. Don't look about the room or at the floor.
- Try to relax – don't fidget – and smile!
- Convey how keen you are to get the position. Let them know, if not specifically asked, that you have researched the company or course and know the requirements for the position. If necessary, refer to the material you have brought with you.
- Be positive – if they find out something negative about you, respond with a positive comment, e.g. 'My school report is not very positive in that area, but I have since improved and realise the importance of ...'.
- Listen carefully to the questions asked. If you do not understand a question, it is okay to ask for an explanation.
- If you are being interviewed by two or more people, try to give each of them equal attention.
- Ask questions – this is an important part of the interview and is very highly regarded by panel members and employers.

At the end of the interview, don't rush off. Smile and perhaps shake hands again or give a courteous thank you to the interviewers.

Student Worksheet 2: Interview participation

Interview feedback sheet B

As an observer, comment on ways in which the interview you have observed could have been improved.

Name of persons in role-play:

_____

1. Beginning the interview:

_____

_____

_____

_____

2. Body language:

_____

_____

_____

_____

3. Responses:

_____

_____

_____

_____

4. Questions asked:

_____

_____

_____

_____

5. Information provided:

_____

_____

_____

_____

6. Ending the interview:

_____

_____

_____

_____

General comments:

_____

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Lesson Plan title: Introduction to Vocational Education and Training

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
4. Participate in life long learning supportive of career goals	4.2 Link lifelong learning to personal career aspirations, both present and future	4.2.6 Explore the importance of a variety of skill types in the workplace 4.2.7 Explore the skills, knowledge and attitudes needed in specific work settings/industry sectors
5. Locate and effectively use career information	5.2 Locate, understand and uses career information	5.2.3 Explore industry sectors
AREA C: CAREER BUILDING		
11. Understand, engage in and manage the career building process	11.2 Understand and experience the process of career building	11.2.5 Understand the concept of a preferred future as part of the career building process 11.2.11 Take steps to move towards your preferred future

Teachers' notes: Introduction to VET

Outcome

Demonstrate an understanding of Vocational Education and Training (VET).

Rationale

VET can provide students with a variety of options when they leave school, e.g. credit transfer into further training, the opportunity to secure an apprenticeship or complete a traineeship, and skills to assist them to secure a job.

Students are able to study VET at the same time that they are working toward their senior certificates of education. They need to understand what is involved in VET and the differences between the VET pathway and another where VET is not offered.

When students have an understanding of VET, this will assist them in selecting other courses/subjects that could lead into a pre-vocational course, a pre-apprenticeship, or an apprenticeship or a traineeship.

Task description

Suggested level: Years 9 and 10, although it may be appropriate to introduce the topic in a simpler format to some students in Years 7 and 8.

Terminology such as subjects, courses and programs may vary in states and territories. Before using the worksheet, teachers should check to ensure correct terminology.

1. Teacher facilitates discussion of the range of possibilities after Year 10, in school and out of school, such as employment opportunities or further education and training – apprenticeships, traineeships, pre-apprenticeships and pre-vocational courses, VET courses, VET in Schools and School-based Apprenticeships.
2. Discussion on the importance of subject selection for Years 11 and 12 – the teacher explains that there are several pathways a student might take, including VET.
3. In pairs, students investigate the requirements and content for non-vocational program pathways – this information can be presented in a flow chart and reported to the class.
4. Facilitate discussion on subjects that contain VET. Students can either brainstorm or research 'What is VET?'; 'What is a competency standard/national module?'; 'What is Structured Workplace Learning?'
5. Teacher facilitates discussion of differences between subjects with VET requirements and those without.
6. If appropriate, students investigate subjects meeting VET requirements that are currently being offered within the school or cluster.
7. If appropriate, the teacher provides students with combinations of subjects to make up a Year 11 and Year 12 timetable. Divide students into groups and each group researches two subject combinations available within the school or cluster. Questions for research are identified on the student worksheet.
8. Each group reports back. Discuss common and unique elements for each combination.
9. Students identify changes that need to be made to subjects for them to meet VET requirements. (Use a different-coloured marker on the flow chart.)

Years 7 and 8

1. Teacher facilitates discussion of the range of possibilities after Year 10, in school and out of school, such as employment opportunities or further education and training – apprenticeships, traineeships, pre-apprenticeships and pre-vocational courses, VET courses, VET in Schools and School-based Apprenticeships.
2. Students investigate five industries offering apprenticeships and traineeships.
3. Students choose three occupations from those industries and give a brief description of each, including where courses are offered in the local area.

Extension activities

- Update dictionary of terms in portfolio.
- Students research industry involvement in vocational programs, i.e. work experience, Structured Workplace Learning, and apprenticeships and traineeships, and identify at least one opportunity in the local community for industry to become involved in a vocational program.
- Are there generic skills that can be demonstrated in the workplace? Discuss why these are termed 'generic'. Are these skills transferable from one industry area to another? Students provide examples of where this can happen. Students could also complete the 'Employability skills' activity.

- Invite guest employers from several industry areas to discuss their involvement in VET.
- Invite ex-students who have completed VET as guest speakers to highlight its advantages and disadvantages.

Number of student worksheets for this Lesson Plan – 1

- Introduction to VET

Suggested resources

- Copies of a range of school subjects or programs that contain competency standards/ national modules
- Copies of a range of school subjects that do not contain competency standards/ national modules
- Copies of student worksheet 'Introduction to VET'
- Copies of a generic skills list and industry-specific skills list. The 'Employability skills' activity contains a list of generic skills that are transferable to the workplace
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au
- TAFE handbooks
- University prospectuses
- OZJAC database
- Other career pamphlets from the Defence Forces and private training providers
- Australian Government Career Information Centres

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: Introduction to Vocational Education and Training

Introduction to VET

You are going to analyse and compare the subject combinations by completing the sections below. You will then report back to the rest of the class.

Subject area	First combination	Second combination
How many subjects have to be completed for secondary graduation?		
List any competency standards/national modules offered in the course you analysed.		
Is there a work placement requirement? If 'yes', what are the number of hours required to be completed?		
Where can the course you analysed lead at the end of Year 12, e.g. university, TAFE, employment?		
Outline any differences in timetabling arrangements.		
Identify any competency standards that require assessment on the job.		
List the qualifications/ certificates that you could achieve at the end of the course you analysed.		

Lesson Plan title: Leisure time

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA C: CAREER BUILDING		
9. Maintain balanced life and work roles	9.2 Explore and understand the interrelationship of life roles (II)	9.2.1 Understand how different work and family roles require varying kinds and amounts of energy, participation, motivation and abilities 9.2.6 Explore the advantages and disadvantages of various life role possibilities 9.2.10 Examine the type of lifestyle you want

Teachers' notes: Leisure time

Outcome
Identify the effect of changing work patterns on leisure time.

Rationale
As work patterns change and part-time work or job-sharing become more prevalent, the time spent on leisure activities might increase. As a result, people will look for more diverse leisure interests to fill their non-work time. Students should examine how this will affect the local community.

Task description
Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. In small groups, students discuss the meaning of leisure and record their answers on butchers paper.
2. The butchers paper lists are then posted around the room and the teacher facilitates a whole-class discussion on the meaning of leisure. Some of the possible definitions are:
   a. Leisure is doing your own thing.
   b. Leisure is spending time enjoying yourself.
   c. Leisure is simply not working.
3. Students draw individual pie graphs to show their average weeks and divide them into sections, showing where leisure fits and demonstrating that it is part of the time available to them. Students may choose to show their average weekday and their average weekend day.

   Leisure can be classified as:

   – formal or informal
   – passive or active
   – cultural/educational
   – sporting
   – indoor or outdoor
   – individual or group
   – entertainment.

Leisure activities can cater for various groups, such as:

- pre-school
- primary school
- adolescent
- young adult
- elderly
- family.

4. In small groups, students list leisure resources or facilities in their town or suburb and then draw a map on A3 paper to show the location of the listed facilities. You may prefer to provide a map for students to complete.
5. The teacher then facilitates a whole-class discussion on the positive and negative effects that leisure resources and facilities have on the community.

Extension activities

- Update dictionary of terms in portfolios.
- Students devise a campaign to encourage people of their own age to participate more in leisure activities in their community. In the campaign they may include hobby courses, short courses, etc. This could include conducting a survey of students in their school to find out the types of leisure activities they would like to see in their community and presenting the results to the local council.
- Invite a guest speaker from the local council, e.g. Manager of Leisure Services, to talk about the facilities available. You may prefer to take the students to the facilities and conduct the talk there.
- Students conduct an investigation of the leisure activities available in their local community and report the findings back to class. The report could be oral, or use presentation software.
- Students may research and prepare a talk on one of the following topics.
  - Men's leisure facilities often get priority.
  - What leisure pursuits might you choose 5, 10 and 15 years from now?
  - Describe the leisure activities of the future.
  - Media coverage is inadequate and often trivialises women's sport.
  - 'If you are unemployed, you can't afford to have a hobby'. Discuss.
  - Older students could debate 'That individuals need to work'.
- Students might research careers in the leisure industry.
- Conduct investigation/discussion on combining leisure interests and working – how leisure interests can help toward gaining employment.
- Students investigate leisure courses offered by TAFE and how these courses can be used for paid and unpaid work.
- Students explore what would happen if people didn't have to work. Students need to be aware of the social significance of work.

Number of student worksheets for this Lesson Plan – 2

- How do I spend my leisure time?
- Identifying leisure activities.

Suggested resources

- Copies of 'How do I spend my leisure time' and 'Identifying leisure activities' worksheets.
- Butchers paper, A3 paper, coloured pencils, felt-tipped pens.
- Newspapers and magazines that contain information on leisure activities.
- Directories or newspapers giving information on local leisure centres.
- Promotional brochures on leisure activities from the local council.
- Promotional materials from TAFE about leisure courses.
- Job Guide and myfuture.ed.au have information on occupations in recreation and leisure fields.

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet 1: Leisure time

How do I spend my leisure time?

1. Complete the table below to show how you spend your leisure time.

Leisure activity	How much time per week do I spend on this activity?	How much does it cost?

2. Now draw a pie graph to show your average week and divide it into sections showing how much leisure time you have in a week. Remember to label each of the sections.

Sample Pie Graph

Student Worksheet 2: Leisure time

Identifying leisure activities

1. List leisure resources or facilities in your town or suburb.

2. Identify any social (or age) group that is over- or under-catered for.

3. Draw a map to show where the listed facilities are.

Lesson Plan title: The local community scene

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
5. Locate and effectively use career information	5.2 Locate, understand and use career information	5.2.4 Explore school and community information resources on work roles and work alternatives 5.2.6 Explore various work settings and work roles in the community 5.2.8 Use school and community settings and resources to learn about work roles and work alternatives
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.2 Explore the importance of work to a community

Teachers' notes: Local community scene

Outcome

Identify the businesses, industries and resources in the local community that might provide work and networking opportunities.

Rationale

The local community is a huge resource in which students might be able to obtain work and network.

Students need to be aware of the opportunities available in their local community and the businesses and resources in the vicinity.

Task description

Suggested level: Years 9 and 10, but could be adapted for use at Years 7 and 8

1. Students research the community scene through local newspapers, visiting the local council and interviewing business people. They work in pairs to answer the questionnaire. If they are from a wide catchment area, students can be organised into groups according to their common location.
2. Each student should record his or her answers on the questionnaire.
3. The teacher introduces the term 'networking' and asks students what they think it means.
4. The teacher conducts a group or class discussion of the question 'Why network?' and provides examples of networking.
5. The teacher outlines the requirements of the worksheet 'My networks' and discusses the information required and how it can be obtained. The teacher explains that students can start or add to their networks list through this activity.
6. The teacher facilitates a whole-class discussion on the findings from the questionnaire.

Extension activities

- Update dictionary of terms in portfolios.
- Conduct a walk-through of the local business district or industrial area so students can observe local businesses and explore work opportunities.
- Students deliver group presentations on specific elements of the local area.
- Working in groups, students map their questionnaire findings on large sheets of paper, using a colour-coded key to identify each area required by the questionnaire sheet.
- This can then be used for a group peer assessment activity, using the questionnaire items for marking criteria.
- Invite local business people or proprietors to speak to the class.

Number of student worksheets for this lesson plan – 2

- Questionnaire
- My networks.

Suggested resources

- Copies of 'Questionnaire' and 'My networks' worksheets.
- Copies of local newspapers and a variety of sources for information on the area such as directories, council publications and tourist promotions.
- Telephone directories.

This activity links to the Exploring step in myfuture.edu.au

Student Worksheet 1: The local community scene

Questionnaire

What do you know about the local work scene?

Many people obtain work near where they live. Some people even create businesses that in turn support other local businesses. Knowledge of the work opportunities that may become available or can be actively tracked is vital for future part-time or full-time work.

1. Has any local shop opened within the last 12 months? What is it?

_____

_____

_____

_____

2. Has any local shop closed within the last 12 months?
   What is it and why do you think it closed?

_____

_____

_____

_____

3. Are there any local businesses that would offer apprenticeships and/or traineeships?

_____

_____

4. Where is the nearest TAFE college?

_____

_____

5. Is there an occupation in your local area that would require safety clothing to be worn?

_____

_____

6. Can you name three types of work in your local area that require uniforms to be worn?

_____

_____

_____

7. Which work or occupations in your local area would require previous experience?

_____

_____

_____

8. Is there an occupation in your local area that, by law, requires a qualification?

_____

_____

9. Where is the local centre that could help you find work?

_____

_____

10. Is there a local business that might disappear in the next 20 years? Why might it disappear?

_____

_____

_____

_____

11. Is there an occupation in your area that did not exist when you were born?
What is it and why?

_____

_____

_____

12. Which local business employs the greatest number of people?
How many people are employed?

_____

_____

13. Are there any tourist or visitor information centres in your area? What type?

_____

_____

_____

14. Is there a local business linked with water in any way? What service does it provide?

_____

_____

15. Which businesses in your area involve shift work? Why?

_____

_____

_____

16. Is there a building firm that advertises in your local paper?

_____

_____

17. Name three local workplaces where you know one of the workers.

_____

_____

_____

18. Name an occupation in your local area that requires accuracy.

_____

_____

19. Is there a Defence Force establishment in your local area? If there is, where is it?

_____

_____

20. Is your area known for any traditional or handcrafted products? What kinds?

_____

_____

21. Where is the nearest industrial estate?

_____

_____

22. List the types of businesses that operate in the industrial estate.

_____

_____

_____

_____

23. Where is the nearest real estate office?

_____

_____

24. Does anyone in your area employ holiday or seasonal workers?

_____

_____

_____

25. Which businesses require knowledge of the latest technology and computing skills?

_____

_____

_____

26. Which businesses offer part-time work out-of-school hours?

_____

_____

_____

Student Worksheet 2: The local community scene

My networks

You are about to create your own list of networks. Complete the table below of people you have contacted through your research project and/or people you have met in the past. Add why they might be important contacts for you in the future.

Name	Organisation and address	Contact number	Important because …

Lesson Plan title: Modular work

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/create work	7.2.8 Identify your transferable skills and experience a new task by using them
8. Make career-enhancing decisions	8.2 Link decision-making to career building	8.2.9 Understand how uncertainties about the future may lead to creative or alternative choices 8.2.3 Explore possible outcomes of decisions 8.2.5 Understand how the expectations of others affect career building
10. Understand the changing nature of life and work roles	10.2 Explore non-traditional life and work options	10.2.1 Identify non-traditional life and work options 10.2.3 Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional to your gender

Teachers' notes: Modular work

Outcome

Identify changes in the world of work, including the growing trend toward modular work.

Rationale

With many major businesses and large government departments downsizing, there is a trend towards people working in a modular way, gaining employment in a range of work fields.

Task description

Suggested level: Years 9 and 10

1. The teacher facilitates a whole-class discussion on how the current trends of downsizing, reductions in the labour force and redundancies are making people think there are no safe jobs any more.
2. During this discussion, the teacher should highlight the fact that in some parts of Australia unemployment is on the rise, especially for the groups traditionally discriminated against: older workers, women, minorities and teenagers. Discuss why this might be.
3. In small groups, students discuss the comment, "While there are fewer *jobs* out there, there is still plenty of *work* to be done". Small-group findings should be shared with the whole class through a brief, teacher-facilitated discussion.
4. The teacher facilitates a whole-class discussion of the patterns of work that are emerging – portfolio/quilting/modular work/projects. These terms all refer to the new casual/non-permanent/piecemeal ways of working.

5. Students complete the 'Exploring modular work' worksheet individually or in pairs. The teacher facilitates a whole-class discussion based on student responses.

Extension activities

- Update dictionary of terms in portfolios.
- Students design collages on butchers paper and write words or cut pictures from magazines that relate to jobs in an industry area. These may be pinned up on the wall and added to each week as further ideas come to mind.

Number of student worksheets for this Lesson Plan – 1

- Exploring modular work.

Suggested resources

- Copies of 'Exploring modular work' worksheets
- Blackboard/whiteboard
- Butchers paper and felt-tipped pens
- Job Guide – in print (section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au.

Student Worksheet: Project work

Exploring project work

This activity will help you identify some of the project work that you can do based on your values and the skills that you are good at.

Use Steps 1–4 to complete this table. An example has been provided for you.

Exploring project work			
1. Skills	2. Values	3. Part-time work	4. Networks
Gardening	Challenge; responsibility; independence; variety; helping others; quiet	Maintaining gardens for elderly people	Parent/grandparents/ friends

Steps

1. In the 'Skills' column above, write down four skills you are good at, e.g. planning and organising, working in a team, writing, solving problems, singing, meeting people.
2. In Column 2, list some values (from those in the table below) that you consider relate to each of the skills you have listed.

List of values		
challenge	risk	recognition
money	responsibility	pressure
friendship	confidence	surroundings
learning	security	respect
routine	creativity	quiet
team work	freedom	organisation
independence	helping others	status
variety	communication	precision

3. In pairs, discuss some part-time work or projects that you could do to effectively work in a project mode, and list these in Column 3 (you can write them below before you transfer them to your worksheet).

   Project work I could do:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

4. Identify networks that could help you get started.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Lesson Plan title: Personal attributes

Blueprint Competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
1. Build and maintain a positive self-image	1.2 Build a positive self-image and understand its influence on life and work	1.2.2 Discover how behaviours and attitudes affect school, work and family situations 1.2.7 Describe your self-image
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.2 Explore the concepts of dependability and honesty towards others

Teachers' notes: Personal attributes

Outcome

Identify and discuss perceptions of self, including personal attributes.

Rationale

Students perceive themselves to have certain attributes and quite often do not think of these as relating to jobs. They need to become aware of how they can build on their attributes to gain work.

Task description

Suggested level: Years 9 and 10, but could be used with more guidance at Years 7 and 8.

1. Teacher distributes worksheets and explains what the activity is about and emphasises that it is to be completed in an honest manner. Everyone needs to use the same rating scale so that, for example, excellent means the same to everyone.
2. Teacher explains the difference between skills and personal attributes.
3. Students analyse the sheets in terms of the following:
   a. Which attributes received the same rating?
   b. Which attributes do you think you are good at?
   c. Which attributes were rated as 'Excellent'?
   d. Which attributes were rated as 'Needs Improvement'? Do you want to improve these attributes? If 'yes', what steps are you going to take to improve them?
   e. Identify the types of job opportunities where your good attributes can be used.
3. Students place the completed sheets into their portfolios.

Extension activity
Students take home their sheets and get a family member or friend to complete their section. Students collate information in the four boxes at the end of the activity, and analyse the information to make a comparison between how they perceive themselves and how others perceive them.

Number of student worksheets for this Lesson Plan – 1
- Personal attributes worksheet.

Suggested resources
- Copy of 'Personal attributes' worksheet for each student
- myfuture website at www.myfuture.edu.au
- Job Guide – in print (Sections 1 and 2) or online at www.deewr.jobguide.gov.au
- MindMatters website at www.mindmatters.edu.au.

Teacher reference: Employability Skills Framework
There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. In 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the Report Employability Skills for the Future on behalf of the Department of Education Science and Training and Australian National Training Authority. The Report aimed to improve the understanding of what employers consider makes a good employee as well as to stimulate further work in employability skill development in Australian education and training.

The key skills identified in conjunction with the personal attributes to make up the Employability Skills Framework are:

- **communication** skills that contribute to productive and harmonious relations between employees and customers
- **team work** skills that contribute to productive working relationships and outcomes
- **problem-solving** skills that contribute to innovative outcomes
- **initiative and enterprise** skills that contribute to innovative outcomes
- **self-management** skills that contribute to employee satisfaction and growth
- **learning** skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes
- **planning and organising** skills that contribute to long-term and short-term strategic planning
- **technology** skills that contribute to effective execution of tasks.

The Employability Skills Framework also incorporates the following personal attributes that contribute to overall employability:

- loyalty
- commitment
- honesty and integrity
- enthusiasm

- reliability
- personal presentation
- commonsense
- positive self-esteem
- sense of humour
- balanced attitude to work and home life
- ability to deal with pressure
- motivation
- adaptability.

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheet: Personal attributes

Perception

This activity is designed for you to rate your personal attributes and identify those in which you are excellent.

This will help you identify job/occupation opportunities which you might like to consider.

How to complete this activity

Rate yourself as 1, 2, 3 or 4 in the 'My rating' box.

Rating scale: 1–4

1 = Excellent

2 = Very good

3 = Good

4 = Needs development

Attribute	My rating	Attribute	My rating	Attribute	My rating
Honest		Loyal		Likes school	
Trustworthy		Appearance		Likes sport	
Shows common sense		Happy		Takes initiative	
Makes friends easily		Responsible		Helps other people	
Sense of humour		Enthusiastic team member		Organised	
Reliable		Neatly dressed		Sincere	

Now write each of the attributes in the four boxes below according to the rating.

Rating 1 (Excellent)	Rating 2 (Very good)
Rating 3 (Good)	Rating 4 (Needs development)

Asking your family or friends to complete the activity

If you would like to compare your rating with those your family or friends give you, ask your family or friends to rate you as 1, 2, 3 or 4 in the My rating box. We've supplied a blank one for you to copy and use if you'd like to complete the activity with them.

Rating scale 1–4

1 = Excellent

2 = Very good

3 = Good

4 = Needs development

Attribute	My rating	Attribute	My rating	Attribute	My rating
Honest		Loyal		Likes school	
Trustworthy		Appearance		Likes sport	
Shows common sense		Happy		Takes initiative	
Makes friends easily		Responsible		Helps other people	
Sense of humour		Enthusiastic team member		Organised	
Reliable		Neatly dressed		Sincere	

Now write each of the attributes in the four boxes below according to the rating.

Rating 1 (Excellent)	Rating 2 (Very good)
Rating 3 (Good)	Rating 4 (Needs development)

Comparing the ratings

1. Which attributes received the same rating from yourself and from your family or friends?

_____

_____

_____

_____

2. Which attributes did you think you were good at but received a poor rating from your friends or family?

_____

_____

_____

_____

3. Which attributes were rated as 'Excellent' by you and your family or friends?

_____

_____

_____

4. Which attributes were rated as 'Needs improvement'? Do you wish to improve these attributes? If yes, what steps are you going to take to improve them?

_____

_____

_____

5. What occupations would need the attributes you rated as 'Excellent'?

_____

_____

_____

6. Do any occupations you have been considering require attributes that 'Need development'? If so, what are some of your options?

_____

_____

_____

Lesson Plan title: Personal perceptions

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
1. Build and maintain a positive self-image	1.2 Build a positive self-image and understand its influence on life and work	1.2.2 Discover how behaviours and attitudes affect school, work and family situations 1.2.7 Describe your self-image
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.2 Explore the concepts of dependability and honesty towards others

Teachers' notes: Personal perceptions

Outcome

Identify and present positive perceptions of self.

Rationale

Students need to view themselves in a positive way in order to improve their self-image.

By identifying their personal strengths, they will be better able to promote themselves for a position as an employee, team member or volunteer.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10.

1. As a whole class, or in small groups, students brainstorm ideas on:
   a. how products are marketed
   b. the strategies advertising agencies use to promote and sell products.

   Note how only positive features are promoted in commercials.
2. In small groups, students discuss what strengths an employer, coach or volunteer coordinator might prefer an employee or team member to demonstrate.
3. Students complete the Investigating me worksheets 1 and 2.
4. They individually complete the focus questions.
5. They design and create an advertisement that shows their suitability for a specific role, such as an employee, a sporting team member, a volunteer worker etc., using a suitable medium such as a poster, a brochure, a magazine or newspaper advertisement.

Extension activities

- Update dictionary of terms in portfolio.
- Students present a short talk explaining their key strengths and the value of these strengths in the workplace. This may be presented to the whole class or a small group.

- Students' advertisements are displayed around the classroom and a peer assessment activity completed, using the advertising checklist included in worksheet 2 as a guide.
- The advertisements could be presented using presentation software.

Number of student worksheets in this Lesson Plan – 2

- Investigating me worksheet 1
- Investigating me worksheet 2.

Suggested resources

- Copies of Investigating me worksheets 1 and 2
- Sheets of A3 or A4 paper or pre-prepared booklets/scrapbooks
- Examples of advertisements
- A variety of magazines and newspapers
- Pens, pencils, felt-tipped pens
- Scissors and glue
- myfuture website at: www.myfuture.edu.au
- Job Guide – in print (Section 1) or online at www.deewr.jobguide.gov.au
- MindMatters website at www.mindmatters.edu.au

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheet 1: Personal perceptions

Worksheet 1: Investigating me

Answer the following questions. This activity may be discussed in small groups or pairs.

1. List at least six of your strengths and special abilities.

   _____

   _____

   _____

2. If someone else described you to an employer, what would you like him or her to say were your four most important strengths? Write them below.

   _____

   _____

   _____

3. What are six skills, personal attributes or strengths an employer, coach or volunteer coordinator might be looking for in 'recruits'?

   _____

   _____

   _____

4. Cut out and collect positive pictures from magazines that reflect your:
   a. personality characteristics, e.g. happy, quiet, outgoing, good team member
   b. interests, e.g. hobbies, films, sports, foods, computers, bands
   c. skills/strengths/abilities, e.g. able to use a cash register, high-scoring goal
   d. ability in working with other people, good at decision-making, good at problem-solving
   e. physical appearance, e.g. neat and tidy
   f. work habits, e.g. reliable, honest, punctual, fast worker
   g. other information – ambitions, special skills, pets.

Student Worksheet 2: Personal perceptions

Worksheet 2: Investigating me

Individually design and create an advertisement about yourself.

It must show your suitability for a specific role, such as an employee, sporting team member, volunteer worker, etc.

Use a suitable medium, such as a poster, brochure, magazine or newspaper advertisement.

Use catchy phrases or jingles that will appeal to people.

Think about your self-image or identity and write down how you would like to represent that to other people (such as an employer).

Focus on special things to identify your strengths and abilities for a particular role, such as an employee, team member or voluntary worker.

Use the following checklist to make sure you have designed a suitable advertisement.

Tick (✓) each box once you have checked that your design meets the requirement.

Advertising checklist

( ) A style of lettering has been used that reflects you as a person.

( ) Colours that relate to you have been used.

( ) Simple, bold lettering has been used.

( ) Uncluttered layouts have been used (they are the most eye-catching).

( ) Space or borders are organised around the important descriptive things.

( ) Advertising language or catchy phrases have been used (to sell yourself).

( ) Similar pieces of information are grouped together.

Lesson Plan title: Personal portfolio

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
5. Locate and effectively use career information	5.2 Locate, understand and use career information	5.2.5 Discover how skills, knowledge and attitudes can be transferable from one work role to another 5.2.9 Demonstrate how your interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.10 Identify the working conditions that you favour
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/ create work	7.2.2 Understand how skills are transferable across a variety of work alternatives 7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.) 7.2.5 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work
11. Understand, engage in and manage the career building process	11.2 Understand and experience the process of career building	11.2.6 Understand the concept and importance of a career portfolio 11.2.7 Define your preferred future 11.2.8 Develop short-term action plans in step with your preferred future

Teachers' notes: Personal portfolio

Outcome

Prepare a personal portfolio.

Rationale

A personal portfolio is a compilation of work samples and documents gathered during a student's school years and presented in a structured manner. It should profile the student's goals, progress, achievements and competencies in an organised, accessible and purposeful format, without overwhelming a prospective employer.

Task description

Suggested level: Years 7 to 10

Teachers may introduce Year 7 students to the idea of portfolios. Each year students can review and update their portfolio to include their skills development and goal-setting activities.

The purpose of the portfolio is to:

- Present goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents.
- Establish a focus for a range of learning activities, including goal-setting, decision-making, action planning, prioritising and negotiating.
- Enhance student self-esteem by profiling positive achievements, including academic, sporting, leisure, work experience and cultural activities.

Ideally, students will view their portfolios as essential and relevant to their own career development and will be given responsibility for keeping them secure, up-to-date and presentable.

1. Using the Your portfolio worksheet, students individually collect and collate the following information and documentation for their portfolios:

   a. cover sheet

   b. photocopy of birth or citizenship certificate

   c. basic résumé or curriculum vitae

   d. school reports

   e. list of achievements

   f. samples of work from all school areas demonstrating identified competencies and outcomes

   g. certificates of achievement awards, e.g. Duke of Edinburgh

   h. non-school experiences of work, e.g. employer and community-based certificates of participation or reports

   i. passport photograph

   j. references – school, employment, character.

   The personal portfolio file can be used to assist students and parents with the selection of units for further study. The portfolio can include goal statements, action plans and interest inventories. Portfolios may also be relevant in the assessment and reporting of outcome statements.

2. Having collected material and produced a range of items for their portfolios, students need to develop strategies to present the information and ideas on how and when it can be used. The portfolio can be drawn on for different purposes; for example, not all of the material would be taken to an employment interview.

   It is recommended that students brainstorm ideas on possible ways of presenting their information. Teachers should guide students on the method of presentation, sequence of information and deadline for it to be completed.

3. Students complete the Self-evaluation worksheet to assess their work.

4. Working in pairs, students complete the Peer assessment worksheet to assess the work of a friend.

Extension activities

- Update dictionary of terms in portfolio.
- Results from Strengths and abilities learning activity may also be included.
- Portfolios may form the basis of student–parent interviews or discussions conducted at home. The outcome can be a written comment by the parent to the student.
- Students could produce their personal portfolios electronically to provide an ongoing future-oriented personal record of their success or improvement in a range of areas. Electronic portfolios make students think beyond today's norms and ensure that they try to make portfolios both employer and computer-friendly.
- Students could present their portfolios through a software presentation.

Number of student worksheets for this Lesson Plan – 3

- Your portfolio
- Self-evaluation
- Peer assessment.

Suggested resources

- Copies of the Your portfolio, Self-evaluation and Peer assessment worksheets
- Job Guide – in print (Section 2) or online at www.deewr.jobguide.gov.au

This activity links to the Planning step in www.myfuture.edu.au.

Student Worksheet 1: Personal portfolio

Your portfolio

Portfolios provide you with a personal record of your success or improvement in a range of areas. They are essential and relevant to your own career development.

Your personal portfolio is a compilation of relevant work samples and documents gathered during your school years and presented in a structured manner. It profiles your goals, progress, achievements and competencies in an organised, accessible and purposeful format, without overwhelming prospective employers.

You need to be responsible for keeping your portfolio safe, up-to-date and presentable.

The purpose of the portfolio is to:

- Provide information on your progress.
- Present your goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents.
- Establish a focus for a range of learning activities, including goal-setting, decision-making, action planning, prioritising and negotiating.
- Enhance your self-esteem by highlighting your positive achievements, including academic, sporting, leisure, work experience and cultural activities.

Document collection

The collection part of the profiling process may be ongoing throughout your life.

At the Year 9 or 10 level, you might include:

- cover sheet
- passport-sized photograph of yourself
- basic résumé or curriculum vitae
- 'best' samples of work from all school areas demonstrating identified competencies and outcome statements covered, e.g. set common assessment tasks, pieces of work in written or photographic form
- a photocopy of your birth or citizenship certificate
- copies of school reports
- certificates of achievement, e.g. school-based, first aid, lifesaving and sporting achievements
- references – school, employment, character
- awards
- non-school experiences of work, e.g. school, employer and community-based certificates of participation or reports
- list of achievements.

Completed portfolios can be used to assist students and parents with the selection of units for further study. They can include goal statements, action plans and interest inventories.

Presentation

Once you have collected material and produced a range of items for your portfolio, you need to design a way to present the information and work out ideas on how and when it can be used.

Your teacher will guide you on how to present and sequence information and give you a deadline for your personal portfolio to be completed.

Student Worksheet 2: Personal portfolio

Self-evaluation

	Achieved
I read the instructions carefully before I began this activity.	
I asked for help if I did not understand any part of the task.	
I worked cooperatively with others to complete the task.	
I used the resources available to obtain as much information as possible.	
I followed set guidelines to present my work neatly and correctly.	
I proofread my work for spelling and language errors.	
I met the set deadline to hand in my work.	
I did this activity to the best of my ability.	

Comments: _____

_____

_____

_____

_____

_____

Student name: _____

Date: _____

Teacher's signature: _____

Date: _____

Student Worksheet 3: Personal portfolio

Peer assessment

Student name: _____

Date presented: _____

	Completed
1. Bound folder, both neat and tidy	
2. Cover page	
3. Photographs	
4. Résumé (basic details)	
5. Photocopy of birth or citizenship certificate	
6. School reports	
7. Work experience reports	
8. Honour/merit or award certificates	
9. Personal references	
10. Employability skills list and examples	
11. Samples of school work from all learning areas.	
12. Correct spelling and grammar	
13. Every effort has been made to 'sell' this person in presentation of the portfolio	

Comments: _____

_____

_____

_____

_____

_____

Date assessed: _____

Signed: _____

Lesson Plan title: Personal skills

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.3 Explore interpersonal and group communication skills

Teachers' notes: Personal skills

Outcome
Identify personal skills.

Rationale
Personal skills play an important role in the workforce, for example when networking or dealing with people.

Students need to recognise their own skills and identify those that they already have and those that they may need to consider for particular jobs.

Task description
Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. In small groups, students discuss the topic 'What is a skill?'. The teacher then facilitates a brief whole-class discussion on this topic.
2. Students work in small groups and identify personal skills that may have a bearing on an individual's career plans. The teacher provides a list of up to ten well-known occupations and students write down the skills suitable for these occupations. Students could be given a basic framework to use such as:
   a. Occupation title (e.g. salesperson, scientist, bank teller, nurse, tiler, police officer)
   b. Skills
   c. Health and physique
   d. Interests
   e. Personality
   f. Education and training
   g. Special requirements.
3. Students complete the Coding my skills worksheet individually.
4. Using the Coding my skills worksheet, students rank the ten skills they currently consider most useful in the world of work.
5. Students complete the Checklist worksheet individually and then participate in small-group discussions on their findings.

Extension activities

- Update dictionary of terms in portfolio.
- Completed worksheets may be placed in student portfolios.
- Students identify personal skills that they need for a job they are interested in pursuing.
- Students identify those personal skills that they need to develop, and plan how to do so.

Number of student worksheets for this Lesson Plan – 2

- Coding my skills
- Checklist.

Suggested resources

- Student worksheets Coding my skills and Checklist
- myfuture website at: www.myfuture.edu.au
- Job Guide – in print (Section 1) or online at www.deewr.jobguide.gov.au
- MindMatters website at www.mindmatters.edu.au
- Job Explorer website at www.jobsearch.gov.au/JobExplorer

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheet 1: Personal skills

Coding my skills

A skill is something you do well, such as skateboarding, reading or speaking in public etc.

We all have skills and it is important that you recognise the skills you have now and the skills you need to develop.

1. Read through the list of skills in the table. You will probably have some of these skills already. Read through them carefully using the examples to help you understand them.
2. Develop a key for them by using four different colours or patterns for the categories, for example:

   Red: very good at
   Blue: can do
   Green: would like to develop
   Grey: doesn't apply to me.
3. Now code the list of skills on the blank table, according to your key.
4. You might like to add some skills that are not already in the table.

My skills

Skill	Example	Colour code
Teamwork	Helping a new student to settle into your class	
Working with numbers	Saving pocket money or wages, balancing a bank account	
Being creative	Writing stories, using computer graphics, painting, photography	
Staying fit	Practising and playing sport regularly	
Communication – listening	To friends and teachers etc. to ensure you pass on messages accurately	
Developing technology/ computer skills	Operating a camcorder, using a computer	
Planning and organising	Arranging the school disco or a team for a local competition	
Information gathering and research	Finding information for a school assignment	
Problem-solving	Working out how to get to a place, solving puzzles	
Designing new things	Handcrafts, technicrafts, clothing	
Assembling or repairing things	Repairing punctures to bike tyres, assembling kits	
Learning new skills	New dance steps, subjects, sports skills	
Managing	Your time, your money, others in a team	
Following instructions	Getting a meal ready, following a recipe	
Showing initiative	Getting on with things without having to be told	

Student Worksheet 2: Personal skills

Checklist

Use this sheet to keep an up-to-date list of your skills.

1. Look at the skills you have already worked through on previous worksheets.
2. Now complete this checklist by writing in all the things you are very good at.

My skill	How I learned this skill and/or how I currently apply this skill	A job that requires this skill

Lesson Plan title: Personal timeline and vocational tree

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.4 Discover changes that occur in the physical, psychological, social and emotional development of an individual

Teachers' notes: Personal timeline and vocational tree

Outcome
Identify factors that influence career options.

Rationale
One of the major influences of student decisions on vocational pathways is that of family and friends.

Many events happen during our lives which play an important role in shaping the way we are today and often affect our career choices.

Task description
Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. Teacher facilitates general whole-class discussion on timelines and outlines the requirements of the My personal timeline and Family and friends vocational tree worksheets and the instructions for completing the research.
2. Students individually complete the Family and friends vocational tree over approximately a week.

As some students may come from a background of prolonged unemployment, the activity should be discussed with the students individually. If students wish to keep this information confidential or private, the teacher should respect this decision.

Another option is for students to complete a future vocational tree planner for themselves, or investigate someone they admire, for example a sports person, musician, or actor, and look for some similarities to their own background. Both of the worksheets will form part of the student's portfolio.

Extension activities
- Update dictionary of terms in portfolio.
- Students may share the discoveries made in the worksheets with their friends if they wish to do so.
- Students may take the completed worksheets to a career counselling session with the school psychologist/career counsellor if they wish.

- Family members or friends may be invited to the class to give a talk about the work they have done and how it has changed over the years.

Number of student worksheets for this Lesson Plan – 2

- My personal timeline
- Family and friends vocational tree.

Suggested resources

- Copies of 'My personal timeline' and 'Family and friends vocational tree' worksheets and instructions for completing the research
- myfuture website at: www.myfuture.edu.au
- Job Guide – in print (Section 1) or online at www.deewr.jobguide.gov.au
- MindMatters website at www.mindmatters.edu.au

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheets: Personal timeline and vocational tree

Instructions for Worksheets 1 and 2

My personal timeline

Many different personal experiences make up individual lives – experiences that, at the time, affect our feelings and attitudes about many things.

Listing major events on a separate piece of paper first may help you, for example starting school, the birth of a brother or sister, learning to walk and talk, moving homes or overseas travel.

Record the events – both positive and negative – along either side of a vertical line which represents your own life from birth to the present. This can remain confidential if you wish.

Remember it is important to keep the events in your timeline in the correct order – complete it as things actually happened.

Family and friends vocational tree

You usually have the opportunity to observe and learn from the vocational pathways of your family members and close friends or friends of the family, and their choices will often influence yours.

Complete a vocational tree and list the various types of work the members of your family and friends have had.

To do this, you may need help from your family, or you may need to contact others.

In your research, try to include:

- All employment your family members and friends have had (some may have had more than one type of work).
- The educational and training levels of each family member and friend.
- Unpaid work, such as household duties, if one of your parents takes care of cooking meals, cleaning, washing and looking after the house.

Student Worksheet 1: Personal timeline and vocational tree

Worksheet 1: My personal timeline

My name_____

Positive events, for example sporting and school achievements

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Negative events, for example disappointments at school

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student Worksheet 2: Personal timeline and vocational tree

Worksheet 2: My family and friends vocational tree

My name_____

My family and friends vocational tree
Note: If you wish, you may discuss this information with your teacher or friends, or you can keep it to yourself.

1. Carefully examine your vocational tree. Do any patterns emerge? What are they?

_____

_____

_____

_____

_____

2. Are there reasons for the patterns? What are they?

_____

_____

_____

_____

_____

3. Does your family expect you to choose a particular occupation? If so, what is the occupation and how strongly does your family feel about this?

_____

_____

_____

_____

_____

4. What effects are these patterns and family expectations likely to have on your choice of occupation?

_____

_____

_____

_____

_____

Lesson Plan title: Positive self-talk

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
1. Build and maintain a positive self-image	1.2 Build a positive self-image and understand its influence on life and work	1.2.8 Practise behaviours that reflect a positive attitude about self 1.2.10 Transform behaviours and attitudes in order to improve your self-image and in turn contribute positively to your life, learning and work
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.4 Discover changes that occur in the physical, psychological, social and emotional development of an individual

Teachers' notes: Positive self-talk

Outcome

Apply positive self-talk as a means of developing self-confidence.

Rationale

An important strategy for success is to develop an understanding of the way that our attitudes and thoughts influence – for better or worse – our feelings and behaviour.

When students learn to recognise the negative and irrational attitudes that lead to self-defeating behaviours, they can change them to more positive and rational attitudes through positive self-talk.

By thinking about and challenging the messages they are giving themselves, and replacing positive messages for those that are negative, students can develop the self-confidence to overcome obstacles to success.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

Some examples of positive self-talk:

I can do it.

I'm good enough.

If I want to, I can.

It doesn't matter if I make a mistake.

I can make it happen.

If I try hard, I'll get there.

1. Teacher briefly introduces the meaning of self-confidence to the class.
2. In small groups, students brainstorm a range of skills and activities that require confidence and an acceptance of mistakes before success (playing an instrument, bike riding, skate boarding) on butchers paper. Each group then posts its list on the wall for a whole-class discussion.
3. Teacher facilitates a brief, whole-class discussion on each group's list, and links the skills listed with academic achievements.
4. Teacher facilitates a whole-class discussion on the notion of positive self-talk, explaining the difference between positive and negative self-talk and the effects of each.
5. Students individually complete the Making it happen worksheet.
6. In small groups, students complete the Nothing ventured, nothing gained worksheet. Students should discuss the importance of taking risks and being prepared to make mistakes.
7. Using the Being a "Yes" person sheets, the teacher facilitates a whole-class discussion of the meanings and key concepts of a person's inner and outer worlds.
8. In pairs, students work out from their response on the Being a "Yes" person sheet whether they are 'Yes', 'No', or 'I don't know' type people.

Extension activities

- Update dictionary of terms in portfolio.
- Group students according to the type of person they are, i.e. a 'Yes', a 'No' or a 'Don't know' person.
- A problem-solving activity may be used to highlight the differences between the groups. A discussion may follow, explaining the importance of different 'types' in work groups.
- Students may keep a diary for a week, noting the times they say 'yes', 'no' or 'I don't know' to situations. They should also note what each situation was. Students should note a minimum number of situations, for example two per day.

Number of student worksheets for this Lesson Plan – 4

- Making it happen
- Nothing ventured, nothing gained
- The inner voice
- Being a YES person.

Suggested resources

- Butchers paper and felt-tipped pens
- Copies of Making it happen, Nothing ventured, nothing gained, The inner voice', Being a YES person worksheets
- myfuture website at: www.myfuture.edu.au
- MindMatters website at www.mindmatters.edu.au

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheet 1: Positive self-talk

Making it happen

A little voice in our head gives us messages. Sometimes the messages say that we are clever and doing well. At other times they say that we are stupid or that we can't do anything.

Write down how you feel when the messages are negative as well as how you feel when they are positive. The first has been done as an example.

You can also add some other situations to the list.

Situation	Negative self-talk	Positive self-talk
Example: Speaking to someone new	I'm dull. They won't want to talk to me.	I'm interesting. Maybe I'll make a new friend.
Feelings	Frightened	Excited
1. Trying a new problem	I'll make a mistake.	The more I try the better I'll get.
Feelings		
2. Giving a talk to the class	They'll laugh and tease me.	I can do it.
Feelings		
3. Asking if you can join a game	They don't like me.	This will be fun.
Feelings		
4. Asking to borrow something special	They'll say no.	They'll say yes.
Feelings		
5. Giving an opinion	They'll all laugh.	They'll think I'm smart.
Feelings		
6. Making a speech	I'll make a fool of myself.	I'll do a pretty good job.
Feelings		

Situation	Negative self-talk	Positive self-talk
7.		
Feelings		
8.		
Feelings		
9.		
Feelings		
10.		
Feelings		
11.		
Feelings		

Student Worksheet 2: Positive self-talk

Nothing ventured, nothing gained

Some people don't try new things because they're scared.

1. What would be the worst thing that could happen if you didn't do as well as you'd like at:

   Learning pottery?_____

   Reading aloud? _____

   Surfing?_____

   Trying a new hairstyle? _____

   Introducing yourself to someone new?_____

   Learning the piano?_____

2. List some additional activities you could try and give the worst and best things that could happen.

I should try	The worst that could happen	The best that could happen

3. The messages we give ourselves are called self-talk. Give four examples of negative self-talk that could make you feel frightened of trying something new.

   a. _____

   b. _____

   c. _____

   d. _____

4. Now give the positive self-talk that should replace these negative messages.

   a. _____

   b. _____

   c. _____

   d. _____

Student Worksheet 3: Positive self-talk

The inner voice

- Being a positive learner is about the language you use when you talk to yourself.
- We have three internal voices – the YES voice, the NO voice, and the I DON'T KNOW voice.
- As a human being, you have an inner world and an outer world.
- Your inner world is made up from your thoughts and your feelings (plus a lot of physical things, like your spinal cord, heart, intestines, lungs, etc).
- Your outer world is made up of the other things – other people, buildings, circumstances, family, the weather, your outer environment.
- Within your inner world there is a voice – this is your Inner Voice of thought.
- Our Inner Voices talk to us in certain ways. Sometimes they talk to us in a YES voice, sometimes in a NO voice and sometimes in an I DON'T KNOW voice.
- The great news for learning and living is that we can program our Inner Voice and become the voice and the person we wish to be. What we say with our Inner Voice will show up as *living* to the Outer World people.
- This is great news, because it means our Inner Voice is powerful.
- It means you are powerful.
- The more you choose to program a YES voice, the more powerful you will be!

Student Worksheet 4: Positive self-talk

Being a Yes person

What makes a Yes person?

Yes	No	I don't know
I've got this task to do: YES I'll give it my best shot!	No, I can't do it!	I don't know.
I will be able to do this.	This is silly, this is stupid.	I'm not sure
There is a solution and I'll find it.	I can't do this: it's too hard.	I think I'll try!
I'll do it now!	I'll do it tomorrow (next week).	I could do it tomorrow.
Sounds good, I'll give it a go.	I'm hopeless. This is impossible: I'm not even going to try!	I don't know about that. Maybe I'll wait and see.
I can do it, it may take time and effort but I can do it!	I'm dumb.	I could but I've got a cold.
Yes, I made that mistake and I can learn from the experience.	It's not my fault, don't blame me (it is their fault ... teachers, parents, boss).	Don't ask me!
That person has some really good points.	I don't like that person.	I'm not sure. I'll wait to see how they match up.
I'm good at ... (maths, reading).	I'm hopeless at ...	I'm not really good at anything.
I am a learner.	They'll laugh at me.	I'm tired.
I am good value.	I'm no good.	I am not sure of myself.

So, what makes a YES person?

- YES people have a YES physiology. A YES body language is confident and happy.
- A YES face is open and smiles a lot.
- YES people look for possibilities and not restrictions.
- YES people see problems as learning and seek solutions rather than being stuck in the problem.
- YES people celebrate themselves and others.
- YES people program their Inner Voices for YES living.
- YES people communicate clearly and openly.
- YES people stretch their thinking and train their brains.

Lesson Plan title: Present and future work patterns

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.5 Understand how the community, the economy and technological advances impact upon work, and work roles 6.2.4 Explore the economic contributions workers make to a community
AREA C: CAREER BUILDING		
10. Understand the changing nature of life and work roles	10.2 Explore non-traditional life and work options	10.2.2 Investigate advantages and challenges of entering non-traditional work

Teachers' notes: Present and future work patterns

Outcome

Investigate and compare changes that have occurred in the nature of work.

Rationale

The number of full-time jobs is falling. Students need to consider the changes in present and future work patterns and plan accordingly.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. The teacher facilitates a whole-class discussion of the main differences between work 100 years ago, today and in the future.
2. Students interview at least two people who are in full-time work. The teacher clarifies questions with students and encourages them to select people from two different industry areas, where this is possible.
3. Students analyse their findings and highlight any differences in the interviewees' work habits from when they had started work and now. They could present their findings orally, in writing, visually on a poster or by using presentation software.

Extension activities

- Update dictionary of terms in portfolios.
- Students use the questions to complete a survey of two or three retired people and write reports comparing the answers.
- Students use the interview questions as the basis for biographical writing about the person they have interviewed – A day at work in the life of ….
- Students explore the history of work, looking at the ways in which work has changed over time, and some of the social implications of these changes. They could investigate the kind

of work people did 2000 years ago and 100 years ago. How has work changed? Are there jobs that exist today which did not exist then? Have some jobs disappeared? Are there jobs which have disappeared in some parts of the world but not in others? What effect has job restructuring had on work and industry?

- Students present a pictorial summary or collage of what life in the 22nd century might be like.
- In small groups, students collect cuttings from newspapers, magazines and trade journals that refer to women doing traditional male jobs, e.g. electrician, motor mechanic, pilot and bank manager. They could also collect information on males performing traditional female jobs, e.g. nursing and kindergarten teacher. The students could arrange the material they have collected and display it, giving it a title such as 'Jobs for all'.
- Older students could be encouraged to think about issues such as specialisation of jobs, the extent to which people are able to be self-supporting and the greater flexibility of modes of work and training.
- Older students might obtain any information relevant to the labour market, analyse the findings, and present these findings to the class or group. This activity should be carried out over at least a month.
- Older students could analyse women's roles in the workforce. For example, they could compare participation rates for men and women; they could discuss the reasons women give for returning to work and whether these reasons will be important in the future.
- Projects could be undertaken individually or in small groups.

Number of student worksheets for this Lesson Plan – 1

- Interview.

Suggested resources

- Copies of Interview worksheets
- Newspapers, magazines, trade journals
- Job Guide – in print (Section 1) or online at www.deewr.jobguide.gov.au
- myfuture website at: www.myfuture.edu.au
- Job Outlook website at www.joboutlook.gov.au/Pages/default.aspx for labour market information.

This activity links to the Exploring step in www.myfuture.edu.au.

Student Worksheet: Present and future work patterns

Interview

Interview two people who have been in full-time work for a long time. Choose people in two industry areas. Write a short report about how the work was done when they were young. Include answers to the following list of questions in your report. Each question could form the basis of a paragraph.

1. Whom did you interview? What was their gender and approximate age?
2. What were the differences between work for men and work for women when they started work?
3. What was their job called? What kinds of work/tasks/skills were involved?
4. What were the working hours – hours per day, days per week?
5. What were the holidays, tea breaks, annual leave, sick leave and maternity leave?
6. What were the physical conditions – place of work, workplace safety and health conditions?
7. What was the school leaving age?
8. What were the study or training requirements for entry into the job?
9. Any other details – dress standards, uniforms, workplace rules?
10. Advancement or promotion in the work – who got the promotions?
11. What changes have they experienced in their working lives – equipment, machinery, hours of work, procedures, etc.?
12. As a conclusion, you might ask them to sum up the main differences in employment and work between then and now.

Lesson Plan title: Résumé

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
4. Participate in lifelong learning supportive of career goals	4.2 Link lifelong learning to personal career aspirations, both present and future	7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.) 7.2.7 Develop work search tools required to find and maintain work (e.g. résumé, portfolio, proposals, cover letters
AREA C: CAREER BUILDING		
7. Secure/create and maintain work	7.2 Develop qualities to seek and obtain/ create work	4.2.7 Explore the skills, knowledge and attitudes needed in specific work settings/industry sectors

Teachers' notes: Résumé

Outcome

Prepare a basic résumé, curriculum vitae, or personal data sheet that is developed and stored electronically.

Rationale

The electronic storage of information has revolutionised the way in which we present a wide range of information. Digital photography and scanners enable us to store work samples and computer networks provide a focal point for the storage of material. Students can store their résumés electronically, which makes it easier for students to modify their résumés to suit the particular job or employer. Students can also present their résumés electronically for employers to review when requested.

Task description

Suggested level: Years 9 and 10

1. Teacher reads through each part of the Preparing a résumé and Résumé checklist worksheets and facilitates a whole-class discussion.

   A key point of this discussion should be the need for records to be kept electronically to be regularly updated and backed up.

   Explain the different terms that can be used, e.g. résumé or curriculum vitae.

   Explain that résumé is pronounced 'rez–yoo–may' and written with an accent on the first and final 'e'.

   Discuss with students when or how to use their résumés and the best ways to store the information, e.g. on the computer network or on disk. What are the advantages and disadvantages of including the students' photographs in their résumés?

2. Students work individually (or in pairs) to each develop an effective résumé using computers, scanners etc. so that their résumé may be stored electronically and easily accessed/ updated. (This activity may be completed as a project over a number of weeks.)

   It may be useful to 'pair' students based on computer literacy skills, i.e. more able students with less able, to provide peer support while working on the computers.

3. Students develop a list of action words and statements.
4. Students should be made aware that their résumés will form part of their portfolios.

Extension activities

- Update dictionary of terms in portfolios.
- A peer assessment activity may be carried out using the Résumé checklist for the assessment criteria.
- Students may send their résumés to each other electronically for peer assessment.
- Invite a member of a local group (such as Rotary or Chamber of Commerce and Industry) to the class to discuss the importance of an effective résumé when applying for work.
- Such people may also be invited to assess and provide feedback on students' completed, hard-copy résumés.
- Invite Year 11 or 12 students to the class to discuss their résumés with small groups of students.
- Keen students may be encouraged to design their own web pages for the internet.

Number of student worksheets for this Lesson Plan – 2

- Preparing a résumé
- Résumé checklist.

Suggested resources

- Copies of Preparing a résumé and Résumé checklist worksheets
- Examples of résumés or curriculum vitae (make sure they are Australian)
- Student access to computers, scanners, disks, etc
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Planning step in www.myfuture.edu.au

Student Worksheet 1: Résumé

Preparing a résumé

A résumé is a summary of your personal details. Sometimes the term *curriculum vitae* (CV) is used instead of résumé.

The purpose of a résumé is to give the employer as much relevant information about you as possible.

A résumé is useful because you can:

- Refer to it each time you are writing a letter of application or filling out an application form.
- Take copies to job interviews or to employers you decide to visit.
- Send copies to employers when answering job advertisements or making on spec applications by mail.

Once you have prepared an accurate résumé and stored it electronically, it is very easy to update it as changes occur in your personal situation, e.g. a change of address, or altering it to meet the needs of specific jobs.

Most people update their résumé as they progress in their careers, and modify it for each job they apply for. Each time they change their job or undertake additional training, they create a new résumé to include that information.

Key points

- You should attach a résumé to your letter when applying for a position.
- It is a brief summary of you and the skills and experience you have to offer an employer.
- It is relevant to the job you are applying for.
- An effective résumé is often the deciding factor in whether or not you get a foot in the door with the employer who advertises the work.
- It should be no more than two pages. A good résumé is brief, concise and to the point.

Remember

Employers often have to read hundreds of applications. It is therefore, important to:

- Keep your résumé neat.
- Use major headings to state important points.
- Select the information that is relevant to the job you are applying for.
- Enter the résumé information on a computer and print a new copy for each employer or job application. It looks neater, is easier to read and can be stored electronically.
- Format the information so it fits on 1–2 single sheets of A4 paper when it is printed, if possible.
- Check to make sure it is error free, clear and concise (use computer software to do this as well as having a couple of people read it over for you).

Student Worksheet 2: Résumé

Résumé checklist

Use the following checklist to guide you in your preparation of your CV or résumé and then develop your résumé on a computer.

You may also need to scan in a photo of yourself if the employer requests this.

Checklist	✓
Title of the document, e.g. résumé, curriculum vitae	
Your given names and surname	
Your full address	
Your telephone number	
Your career goal	
Your educational background: high school(s) attended and level completed. Put the most recent first.	
Employability skills you have developed	
Your employment history: name positions held, employers and duties. Include work experience, part-time, casual and volunteer work	
Your interests: include hobbies and membership of clubs and organisations	
Referees and references: give the names and addresses of one or two people who will provide information about you: • A referee is someone who is willing to give information about you over the telephone (NOT someone who has the same last name as you!). • A reference is information about you written or provided by someone who knows you or your family. It is normally in the form of a letter (you can scan it and store it electronically). • Make sure you contact your referees to make sure they are willing to give information about you.	
Remember to refer to previous activities which demonstrated your strengths, interests and abilities.	
Your résumé should be typed, stored electronically and a hard copy (paper) presented as the first pages in your work portfolio.	

Résumé outline

Name: _____

Address: _____

Telephone number: _____
include mobile phone number if you have one

Career goal: _____

Education:

- where you went to secondary school: put the most recent first
- highest level achieved
- subjects passed last year/semester.

Work experience:

- details of part-time or holiday jobs: give the name of the business, dates, duties and responsibilities
- work experience undertaken while at school: give the name of the business, dates, duties and responsibilities.

Employment history (part-time, casual or volunteer work):

- business name and address
- work undertaken
- starting and finishing dates.

Employability skills:
such as:

- problem-solving
- teamwork
- communication
- technology skills.

Hobbies, sports and interests:

- such as playing guitar, member of a basketball club.

Other attributes:

- such as leadership attributes (you could have been a prefect, house captain or a member of the Scouts or Guides).

Achievements:

- any certificates you have gained or courses you have undertaken
- details of any scholarships awarded.

Referees (details for one or two referees):

- business name if relevant
- name
- address
- telephone and facsimile numbers
- relationship (to you) or professional title.

References:
References are sometimes given by previous employers (a work reference), a Justice of the Peace or a business person who knows you personally (a character reference) or your teacher or principal (a school reference).

- Photocopies could be attached if the employer requests.

Lesson Plan title: Strengths and abilities

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
1. Build and maintain a positive self-image	1.2 Build a positive self-image and understand its influence on life and work	1.2.8 Practise behaviours that reflect a positive attitude about self 1.2.6 Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally

Teachers' notes: Strengths and abilities

Outcome

Develop a profile of important strengths and abilities.

Rationale

Strengths and abilities play an important role when students are looking at future experiences, including jobs and careers.

It is equally important for students to identify their deficiencies and weaknesses and to plan how these can be overcome by using goal-setting techniques.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. Teacher facilitates whole-class discussion on the meanings of strengths, weaknesses, deficiencies, abilities and interests.
2. Working in pairs or small groups, students complete individual worksheets, sharing their experiences as they complete the sheets.
3. Students can then reflect on the relationship of their findings to their future experiences, including careers. They can report back to the rest of the group or this can be discussed as a whole-class activity.

Extension activities

- Update dictionary of terms in portfolio.
- Worksheets may be added to students' portfolios.
- These worksheets can be compared with Personal perceptions worksheets and students can determine whether a particular trend is developing.
- Students undertake a goal-setting exercise to plan how to overcome their weaknesses and deficiencies.
- Students discuss the completed worksheets with their parents, with a written comment being provided by the parents.
- Students list the strengths and abilities they discovered during work experience. Students could discuss in small groups how these self-discoveries were made.

Number of student worksheets for this Lesson Plan – 1

- Things I'm good at.

Suggested resources

- Things I'm good at worksheet
- myfuture website at: www.myfuture.edu.au
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au
- MindMatters website at www.mindmatters.edu.au

This activity links to the Identifying step in www.myfuture.edu.au

Student Worksheet: Strengths and abilities

Things I'm good at

You all know some of the things that you are good at.

Being good at something means that you gain some satisfaction and enjoyment from doing it. When you know what you can do well, you can develop those abilities and apply them to work or leisure.

Our abilities can be divided into seven main groups: Nature or Recreation, Organising or Clerical, Practical or Mechanical, Analytic or Scientific, Creative or Artistic, Persuading or Service, Helping or Advising.

What I'm good at

In the table below, put a tick (✓) in the appropriate column to show how well you do certain things.

Activities	Very good	Good	Not so good
Playing sports			
Gardening			
Making friends			
Remembering things			
Maths			
Playing a musical instrument			
Being responsible			
Learning new work			
Talking to people			
Working on machines			
Cooking food			
Listening to others			
Being able to work as part of a team			
Following directions			
Being friendly			
Speaking in front of people			
Working without supervision			
Designing things			
Drawing			
Lifting heavy objects			
Working with animals			
Photography			
Running/jogging			
Eating			
Being honest			

1. If you can think of some more of your strengths, list them here.

_____

_____

_____

2. List some of the things you aren't very good at from the previous list and write down some ways that you can address them.

_____

_____

_____

3. Now, under the headings below, list the activities from the last table that you are good/very good at under the appropriate headings. An example of one has been done for you.

Nature or Recreation Playing sports

Organising or Clerical _____

Practical or Mechanical _____

Analytic or Scientific _____

Creative or Artistic _____

Persuading or Providing Service _____

Helping or Advising _____

Interests

In many cases, the things you are good at become the things in which you are interested.

For example, if you have the ability to play a musical instrument, you may develop an interest in starting a rock band.

As we go through life, some of our interests may change and we may find that what was an interest when we were young does not interest us today.

In the space below, list some of your leisure-time interests – these are sometimes called hobbies.

My interests and hobbies

_____

_____

_____

_____

Tying it all together

Look at the things you are good at. What occupations might these be useful for?

Lesson Plan title: Technology and change

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
4. Participate in lifelong learning supportive of career goals	4.2 Link lifelong learning to personal career aspirations, both present and future	4.2.2 Explore subject area strengths as well as areas to improve 4.2.6 Explore the importance of a variety of skill types in the workplace
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.3 Understand the relationships between work, community and the economy
AREA C: CAREER BUILDING		
10. Understand the changing nature of life and work roles	10.2 Explore non-traditional life and work options	10.2.1 Identify non-traditional life and work options

Teachers' notes: Technology and change

Outcome

Report on the impact of technological change on employment and way of life.

Rationale

Technology has had an enormous effect on the changing nature of work and how we live our lives.

Students can be made aware of the impact of technological change on employment and way of life through research and examination.

Task description

Suggested level: Years 9 and 10, but with teacher guidance could be adapted for Years 7 and 8

1. In small groups, students answer question 1 on the Technology impact worksheet.
2. The teacher facilitates a whole-class discussion on the findings from the Technology impact worksheet. This might lead to a brainstorming session on further examples of technology that some students may not be aware of. For example, some students may not know how recently the use of faxes and emails has changed the way people do business and interact with each other in everyday life.
3. In pairs, students answer question 2 on the Technology impact worksheet.
4. Teacher facilitates a whole-class discussion on the following focus questions:
   a. Does winning mean that there will be an increase in the number of people employed?
   b. Why do workers resist changes even though the changes may improve the quality of life?
   c. What are the most valuable personal qualities for coping with a changing world?

5. In pairs, students write down a list of people who could be disadvantaged by technology; e.g. illiterate, poor, 'technophobic' and older workers not trained in the technology.
6. Teacher compiles a list from students' lists and facilitates a brief class discussion on the overall list, i.e. are there any entries on the list that are incorrect or irrelevant?

Extension activities

- Update dictionary of terms in portfolios.
- Organise an excursion to see technology in practice. Suggested excursion sites include printing works, publishing houses, warehouses, supermarkets, chemical/pathology laboratories, police service (photo-fit and database or traffic authority).
- Invite a guest speaker from a relevant organisation, i.e. engineering design office, local government, university etc., or an employer, to speak about the growing role of technology in society and its function in the workplace.
- Organise an excursion to a worksite where students may see technology in action, e.g. an industrial site.
- Students present their view of 'What would happen if machines did all the work?'. The presentations could be oral, pictorial, collage or software presentation.
- Students could debate the statement 'That computers have made the world a better place'.

Number of student worksheets for this Lesson Plan x1

- Technology impact.

Suggested resources

- Copies of the Technology impact worksheet
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: Technology and change

Technology impact

Question 1

Discuss ways that technology has affected:

- your way of life (specifically); and
- employment trends (in general).

A few examples of how technology has changed occupations include:

- The introduction of bar coding and the impact on employment in the retail and warehouse industries.
- A switch to self-service fuel stations and the disappearance of pump attendants.
- A rise in crime and subsequent increase in security occupations using technology.

Record your answers here:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 2

Select five potential winners and five potential losers (those people who benefit and those people who don't), from the following technological changes:

- shopping on the Internet
- use of email, fax machines and other technology in most businesses
- links using computers to the family doctor
- computer terminals at the shopping centre for motor vehicle registration
- security access using fingerprint-reading sensor pads
- twenty-four hour telephone banking
- videoconferencing via the Internet or direct link
- ability to access a specialist in another country
- articles downloaded from the Internet
- surgery by remote control

- speed cameras, red-light cameras and automatic fines
- remote-control security devices
- computer games and games parlours
- mobile telephones
- widespread use of email instead of the postal service
- people working at home using their computers, e.g. consultants, journalists, editors, lawyers, accountants, engineers, architects, insurance agents, teachers, funeral directors, financial advisers, health officers, politicians, scientists, local government officers, social workers, word processors and tailors.

Winners	Losers
1.	
2.	
3.	
4.	
5.	

Lesson Plan title: What is work?

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA B: LEARNING AND WORK EXPLORATION		
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.2 Explore the importance of work to a community 6.2.3 Understand the relationships between work, community and the economy 6.2.4 Explore the economic contributions workers make to a community

Teachers' notes: What is work?

Outcome

Define work.

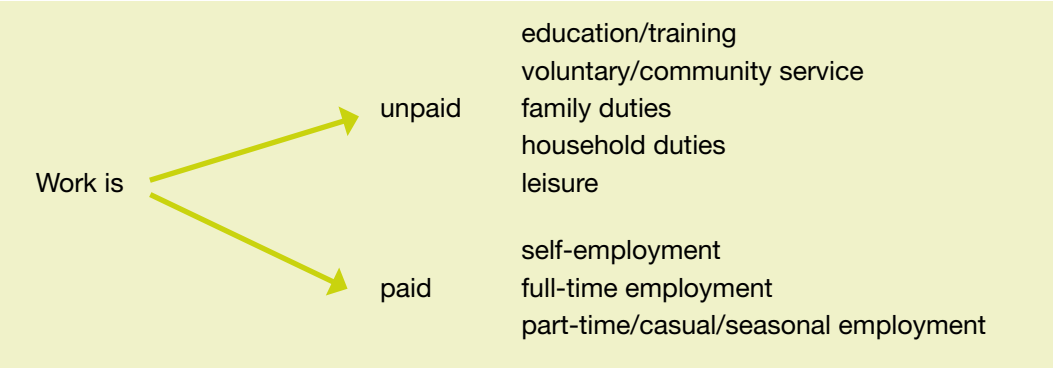
Rationale

Students need to understand that work can take many different forms and that their definitions may be different from those of others. They also need to be aware that work can be paid and unpaid.

Task description

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. In pairs, students discuss and complete the Work exploration worksheet.
2. The teacher facilitates a whole-class discussion of the definition and explores why there are differences within the class. Some common responses could include an activity requiring effort, paid employment, time spent completing task.
3. Students copy the flow chart (below) into their files and give one example of each kind of work.



4. In small groups, students reach a consensus on the definition of work. One student acts as scribe for the group. These definitions then form the basis of a teacher-facilitated whole-class discussion.

Extension activities

- Update dictionary of terms in portfolios.
- Students draw up a questionnaire to explore why people work. They then conduct a survey of people they know who work, asking such questions as *Why do you work?*, *Would you still work if you didn't have to?*. Ask the people why they chose that kind of work and place of work. The students then present their findings, in a brief written or oral statement. This could also be done as a small group activity where students interview a range of people.
- Older students could discuss the issues of community expectations of people with disabilities, for example ability versus disability.
- In small groups, students examine how work has changed through the ages in the Western world, for example in the past, child labour, piecework and slavery existed. They may investigate the differences by drawing up timelines to depict their conclusions.
- Complete a mind-mapping exercise to explore the question, *What is work?*
- Complete a mind-mapping exercise to explore the question *What would happen if no-one worked?* Responses might be light-hearted at first, but students should be encouraged to think further about the extent to which many jobs are dependent on other jobs, and how much our standard of living depends on people being at work.
- Conduct a brainstorming session (anything goes) to begin this learning activity.
- At the conclusion of this learning activity, students may look up the word work in dictionaries and thesauruses, and write down the definition/s. This may be followed by a small-group discussion on the dictionary definition versus the outcome of their learning and discussion – some dictionary definitions may portray work in a negative context, such as drudgery.

Number of student worksheets for this Lesson Plan – 1

- Work exploration.

Suggested resources

- Copies of the 'Work exploration' worksheet
- Blackboard/whiteboard
- myfuture website at: www.myfuture.edu.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: What is work?

Work exploration

1. Write a definition of work.

   Work is: _____

   _____

   _____

2. Study the following tasks and put a tick in the columns you think are correct – some work may be both paid and unpaid.

Task	Is this work?		Paid?		Would you enjoy this?	
	Work	Non-work	Paid	Unpaid	Yes	No
Gardening						
Cleaning your room						
Shopping for groceries						
Doing homework						
Guitar practice						
Washing your clothes						
Going to school						
Fixing your bike						
Washing a car						
Listening to music						
Babysitting						
Shopping for clothes						
Ironing clothes						
Football training						
Organising a party with friends						
Mowing the lawn						
Seeing a movie						
Playing sport						
Driving						
Cooking a meal						

Lesson Plan title: Work experience preparation

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.15 Re-examine your respect, tolerance, flexibility, openness, dependability and honesty towards others and determine to what degree they are influencing the development of positive relationships in your life
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.1 Explore how feelings are influenced by significant experiences
AREA B: LEARNING AND WORK EXPLORATION		
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.8 Engage in work experiences that contribute to your community 6.2.2 Explore the importance of work to a community 6.2.4 Explore the economic contributions workers make to a community

Teachers' notes: Work experience preparation

Outcome

Identify and investigate three areas of interest for possible work placement.

Rationale

Work experience provides students with the opportunity to explore the workplace. It is designed to assist them in the transition from school to work, to develop a greater awareness of their abilities and interests, and to make appropriate, well-informed and realistic career decisions. It is important to prepare students well, as for most of them this will be their first time in a workplace.

Task description

Suggested level: Years 9 and 10

Some states and territories have mandated Occupational Health and Safety lessons before work experience can take place. Check your department's website for more information and relevant resources.

1. The teacher outlines the work experience program that the school has in place and what is required of the students.
2. The teacher facilitates a whole-class brainstorming session on the benefits of participating in the work experience program. Some of these benefits may include assisting students to:
   a. Experience the world of work, e.g. dress, behaviour, language, hours, working conditions, travel requirements.

b. Evaluate their own strengths and weaknesses, likes and dislikes, abilities and interests and match them with their vocational pathways.

c. Improve their knowledge of the range of occupational factors (pay, training, promotional opportunities, work satisfaction and values).

d. Practise and develop vocational, life and employability skills, e.g. decision-making, communication, time management, problem-solving, leadership, teamwork, inquiry skills, goal-setting. See also the 'Employability skills' activity.

e. Gain points towards entry into TAFE courses in some states/territories. (If not relevant, amend the worksheet before using with students).

f. Decide on the educational goals which are relevant to the occupations that interest them, e.g. when to leave school, what subjects to choose in upper school, what further education or training is required.

3. Students identify expectations of the workplace under the following headings:

   a. employers and their expectations

   b. dress standards (including jewellery)

   c. occupational safety and health requirements or regulations

   d. dealing with conflict

   e. punctuality (including returning from morning tea, lunch and afternoon tea).

4. In pairs, students identify other expectations and list the ways these need to be addressed.

5. Students report back to the rest of the class.

6. Students individually complete the Work experience preparation worksheet under the guidance of the teacher and select at least three areas that interest them for possible work placements.

7. The teacher distributes and discusses the school's work experience package (if applicable).

8. Discuss with students the organisations and employers who are offering placements as part of the work experience program.

Extension activities

- Update dictionary of terms in portfolios.
- Invite students who have participated in a work experience program into the classroom to speak with the students (in small groups) about their experiences – their initial impressions, the nature of their work experience, what students should be aware of, etc.
- Arrange for students who have tried a placement in a non-traditional work setting to describe their experiences to the class.
- Arrange for a student with a disability to discuss their experience with the class or show excerpt of the interview with paralympian John MacLean from the Steve Waugh presents Chase Your Dreams DVD.
- If appropriate to your state or territory policy, invite a guest speaker from your occupational health and safety authority to talk about occupational health and safety issues for work experience students in the workplace, and the right to refuse work in an unsafe work environment.

- Invite four employers from different industry areas, e.g. retail, office, hospitality, metals and engineering, to discuss their expectations. Students can be divided into four groups according to their areas of interest.
- Students interview an employer regarding expectations of students during work experience placements and report their findings to the class.

Number of student worksheets for this Lesson Plan – 1

- Work experience preparation.

Suggested resources

- Copies of the Work experience preparation worksheet
- Individual schools' work experience packages/information
- Employer register of previous work experience information
- Steve Waugh presents Chase Your Dreams – Interview with paralympian John MacLean.
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet: Work experience preparation

Work experience preparation

Work experience is extremely valuable because it offers you a chance to learn about the working world and its relationship to your subjects and study at school. It may also give you extra selection points if you later apply for entry to a TAFE course.

Work experience involves your active planning and participation. Things will not happen by themselves and this is an opportunity that you cannot pass up.

1. Identify at least three areas that interest you for a possible work experience placement using the Job Guide.
2. Read the Choosing a Career section of the Job Guide, which looks at the seven personalinterest groups.
3. In the table below, indicate your likes and dislikes for the personal interest groups by ticking (✓) the boxes.

Personal interest groups	Strongly dislike	Dislike	Don't mind	Like	Strongly like
1. Creative or Artistic					
2. Analytic or Scientific					
3. Helping or Advising					
4. Practical or Mechanical					
5. Nature or Recreation					
6. Organising or Clerical					
7. Persuading or Providing Service					

4. From the table above, select only those interest groups that you like or strongly like. Write your interest groups below.

   _____

   _____

   _____

   _____

   You will notice that when you find these headings in the Job Guide, Skill Levels from 1 to 5 appears next to them. This refers to the educational level that you require.

   Skill level 1

   Most occupations in this group have a level of skill equal to a Certificate I or compulsory secondary education. Some occupations offering an entry pathway through an Australian Apprenticeship fall into this category.

   For some occupations a short period of on-the-job training may be required in addition to or instead of a formal qualification. In some cases, no formal qualification or on-the-job training may be required.

Skill level 2
Most occupations in this group have a level of skill equal to a Certificate III or II. Some occupations offering a pathway through an Australian Apprenticeship fall into this category.

At least one year of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases relevant experience may be required in addition to the formal qualification.

Skill level 3
Most occupations in this group require a level of skill equal to a Certificate IV or Certificate III. Some occupations offering a pathway through an Australian Apprenticeship fall into this category.

At least three years of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases relevant experience and/or on-the-job training may be required in addition to the formal qualification.

Skill level 4
Most occupations in this group require the completion of an Associate Degree, Advanced Diploma or Diploma. Study is often undertaken at a Registered Training Organisation, including TAFE institutes. Some occupations offering a pathway through an Australian Apprenticeship fall into this category. Some universities also offer studies at this level.

At least three years of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases, relevant experience and/or on-the-job training may be required in addition to the formal qualification.

Skill level 5
Most occupations in this group require the completion of a Bachelor Degree or higher qualification. Study is usually undertaken at university.

At least five years of relevant experience may be done in place of the formal qualification. In some cases, relevant experience is required in addition to the formal qualification.

These occupations are going to be investigated further as possible work experience placements for you.

Area 1 _____

Area 2 _____

Area 3 _____

Area 4 _____

Area 5 _____

Area 6 _____

Lesson Plan title: Work experience debriefing and letter of thanks

Blueprint competencies

CAREER COMPETENCIES	PHASE II	PERFORMANCE INDICATOR
AREA A: PERSONAL MANAGEMENT		
2. Interact positively and effectively with others	2.2 Develop abilities for building positive relationships in life (II)	2.2.17 Engage in further learning experiences that help build positive relationships in your life 2.2.15 Re-examine your respect, tolerance, flexibility, openness, dependability and honesty towards others and determine to what degree they are influencing the development of positive relationships in your life
3. Change and grow throughout life	3.2 Learn to respond to change and growth (I)	3.2.9 Identify your own physical, psychological, social and emotional changes 3.2.11 Examine work, family and leisure activities and acknowledge their impact on your own mental, emotional, physical and economic wellbeing
AREA B: LEARNING AND WORK EXPLORATION		
6. Understand the relationship between work, society and the economy	6.2 Understand how work contributes to the community	6.2.7 Evaluate how a person can contribute to the community through work 6.2.8 Engage in work experiences that contribute to your community

Teachers' notes: Work experience debrief and letter of thanks

Outcome

Report on experiences in the workplace and write letters of thanks to employers.

Rationale

Through analysis of work experience, students might identify their likes and dislikes, which will assist them in future career planning. Reporting on the experience will provide all students with the opportunity to become aware of situations to which they may not previously have been exposed.

Students will demonstrate courteous behaviour by writing letters of thanks to employers for participating in the school's work experience program.

Task description

Suggested level: Years 9 and 10

1. Students complete the Student evaluation form on their work experiences.
2. The teacher facilitates a whole-class sharing of experiences on work experience or placement.

3. Each student should be provided with an opportunity to speak about his or her experiences and to discuss any changes in their career plans as a result of that experience.
4. In question-and-answer sessions following each speaker, the teacher discusses and clarifies issues that might arise.
5. The teacher distributes the Letter of thanks and Student evaluation form to each student to individually complete; and explains the importance of and reason for the evaluation process.
6. The teacher facilitates whole-class discussion on the importance of properly thanking participating employers.
7. In small groups, students discuss and list the details that should be included in the letters.
8. Each student individually writes a letter of thanks to his or her employer for accepting the student on work experience, and uses the Letter of thanks sheet as a guide.
9. Students should have their letter checked by a peer and the teacher, and then produce a final copy for mailing.

Extension activities

- Update dictionary of terms in portfolios.
- Students read their letters aloud to small groups and receive feedback from their peers on the strengths and weaknesses of the letter while it is at the draft stage.
- Invite some of the participating employers to speak to the class about their attitudes to having work experience students in their workplaces.

Number of student worksheets for this Lesson Plan – 2

- Letter of thanks
- Student evaluation form.

Suggested resources

- Copies of Letter of thanks and Student evaluation form worksheets
- Samples of thank you letters
- Job Guide – in print (Section 1) or online at www.jobguide.deewr.gov.au

This activity links to the Exploring step in www.myfuture.edu.au

Student Worksheet 1: Work experience debriefing

Letter of thanks

Your letter of thanks should include:

- Your name
- Your address
- Today's date
- Employer's name
- Name of organisation
- Address of organisation

Dear [Contact person's name]

(First paragraph – general thank you)

Thank you for the opportunity you have given me to find out what is involved in ...

Thank you also for the time and effort you have devoted to me ...

(Second paragraph – comments on the experience. Include some of these points.)

I will probably take up that occupation because ...

OR

What I learned about this occupation was ...

What I gained from this experience was …

I particularly liked ...

What I learned about myself which will help me in future employment was …

What I found different about your workplace was ...

(Third paragraph – conclusion)

My general feeling about my work experience with your organisation is ...

I would like to thank you once again for having me on work experience.

Yours sincerely

Your signature

Your name

Student Worksheet 2: Work experience debriefing

Student evaluation form

Your answers to the following questions will assist us to improve the program for those students participating next year. Please write clearly and use full sentences.

Name: _____

Year: _____ Form: _____

Employer's name: _____

Dates worked: From _____ To: _____

Total hours worked per day:_____ Total hours for the week: _____

No. of days worked: _____

1. Did you enjoy the week? Yes ☐ No ☐

   Why/why not?

   _____

   _____

   _____

2. Was the time on work experience long enough? Yes ☐ No ☐

3. Has the experience been useful? (Explain) Yes ☐ No ☐

   _____

   _____

   _____

4. Were you able to find out things you wanted to know about the job? (Explain) Yes ☐ No ☐

   _____

   _____

   _____

5. Were you able to do the work given to you? (Explain) Yes ☐ No ☐

   _____

   _____

   _____

6. Was the work you did interesting? (Explain) Yes ☐ No ☐

   _____

   _____

   _____

7. Were the people you worked with friendly and helpful, or did you feel unwelcome?

_____

_____

8. What did you like most about the job?

_____

_____

_____

9. What did you like least?

_____

_____

_____

10. What would have made the experience a better one?

_____

_____

_____

11. Would you like to do this job permanently? Give reasons.

_____

_____

_____

12. Have you changed your mind about your job preference? Give reasons.

_____

_____

_____

13. Are you now more sure of the career you want and the course you want to do in Year 11? Yes ☐ No ☐

14. General comments:

_____

_____

_____

_____

Student's signature: _____ Date: _____

Support resources, sector links and acronyms

Career development encompasses a broad range of services, programs and resources developed and conducted by numerous organisations.

The information provided in this section was accurate at the time of compilation; it is important that practitioners check with the organisations or websites for any changes or updates.

This section includes:

- contact details for the educational sectors in each state and territory. These organisations are sources of significant information and support for career development practitioners in schools or those working with school-age cohorts
- an annotated list of some career development resources organised into the categories of research, parent information, information and self-help, and teaching and learning
- a list of definitions of current acronyms; it is important that practitioners keep up to date with any changes that occur.

State and territory education sector links

A.C.T.

Association of Independent Schools of the ACT
www.ais.act.edu.au

Catholic Education Office, Canberra & Goulburn
www.ceo.cg.catholic.edu.au

Department of Education and Training
www.det.act.gov.au

N.SW.

Association of Independent Schools of NSW
www.aisnsw.edu.au

Catholic Education Office, Sydney
www.ceosyd.catholic.edu.au

NSW Department of Education and Training
www.det.nsw.edu.au

N.T.

Association of Independent Schools of the Northern Territory
www.aisnt.asn.au

Catholic Education Office Northern Territory
www.ceo.nt.catholic.edu.au

Department of Education and Training
www.det.nt.gov.au

Queensland
Association of Independent Schools of Queensland
www.aisq.qld.edu.au

Brisbane Catholic Education
www.bne.catholic.edu.au

Department of Education and Training
www.education.qld.gov.au

S.A.
Association of Independent Schools of SA
www.ais.sa.edu.au

Catholic Education in South Australia
www.adelaide.catholic.org.au

Department of Education and Children's Services
www.decs.sa.gov.au

TAS.
Association of Independent Schools of Tasmania
www.aist.tas.edu.au

Catholic Education Office Hobart
www.ceo.hobart.catholic.edu.au

Department of Education
www.education.tas.gov.au

VIC
Association of Independent Schools of Victoria.
www.ais.vic.edu.au

Catholic Education Office Melbourne
www.ceomelb.catholic.edu.au

Department of Education & Early Childhood Development
www.education.vic.gov.au

W.A.
Association of Independent Schools of Western Australia
www.ais.wa.edu.au

Catholic Education Office Western Australia
www.ceo.wa.edu.au

Department of Education and Training
www.det.wa.edu.au

Support resources

Research

Focus	Industry information
Resource	Skillsinfo DEEWR, www.skillsinfo.gov.au/skills/IndustryOutlooks
Type	Website
Key points	SkillsInfo is designed to provide skills-related information for industries and regions, as well as information on education and training and skills issues. The website is built around five themes: Education and Training, Industries, Regions, Skills Issues and Skills Links. The user has the option of selecting a region of interest, an industry, or education and training and skills issues.

Focus	Career development
Resource	Managing Life Learning and Work in the 21st Century CICA, www.cica.org.au
Type	pdf document
Key points	Research paper of the changing nature of career development practice written by Mary McMahon, Wendy Patton and Peter Tatham. It synthesises the theoretical, policy and practice perspectives that helped to inform the development of the Blueprint within the Australian context. It also provides a useful, concise and informative resource for those with an interest in assisting people to effectively manage their lives, learning and work in the 21st century.

Parent information

Focus	Parents and carers
Resource	Parents Talking Career Choices DEEWR, www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/Resources/Pages/ParentsTalkingCareerChoices.aspx
Type	Parent leaflet
Key points	A leaflet to assist parents and guardians with information about pathways and suggestions on helping with career decision-making. Covers learning pathways, employment information, keywords and additional resources available.

Information and self-help

Focus	Career development
Resource	myfuture www.myfuture.edu.au
Type	Website
Key points	myfuture helps career practitioners and students with: exploring career information planning career pathways researching the world of work. This government-funded service is available for free use in schools and community organisations, by students and practitioners, for career and transition planning.

Focus	Apprenticeships and traineeships
Resource	SkillsOne www.skillsone.com.au
Type	Website
Key points	SkillsOne provides content for career practitioners, parents and students on getting involved in skills shortage industries. SkillsOne uses television and the internet to shows that trade skills offer new and different career options and that many in traditional industries are now have a heavy emphasis on technology, innovative and exciting.

Focus	Apprenticeships, career planning
Resource	Australian Apprenticeships www.australianapprenticeships.gov.au
Type	Website
Key points	This site aims to provide students, career practitioners, job candidates, parents and employers with easy-to-access information on Australian Apprenticeships and pathway outcomes. There is information on services available.

Focus	Apprenticeships
Resource	Apprenticeships for job seekers with a disability https://accesstraining.deewr.gov.au
Type	website
Key points	The website provides information on the Australian Apprenticeships Access Program (the Access Program) which provides job seekers who experience barriers to skilled employment, with pre-vocational training, support and assistance to obtain and maintain an Australian Apprenticeship.

Focus	Young Indigenous workers
Resource	Indigenous Cadetship Support www.ics.deewr.gov.au
Type	website
Key points	The website provides information on the Indigenous Cadetship Support which links full-time students undertaking post school study with employers who can give them work placements and ongoing employment once they finish their studies. The site includes material for students, employers and vacancy information.

Focus	School leavers
Resource	Year 12 – what next? DEEWR, www.year12whatnext.gov.au/default.htm
Type	Website and brochure
Key points	Intended for school leavers to assist with planning their post-school education and training. Information on future work opportunities and where to find help and further information.

Focus	Occupational information
Resource	Job Guide DEEWR, www.jobguide.deewr.gov.au
Type	Book and website
Key points	The Job Guide provides an in-depth look at a range of occupations and their education and training pathways. It also gives useful information about how to work out what occupations suit, based on interests and abilities.

Teaching and learning

Focus	Career development
Resource	Career Services – New Zealand – Educators and practitioners section www2.careers.govt.nz/educators_and_practitioners.html
Type	Website
Key points	The educators and practitioners section contains information and resources for anyone working in the careers field. It contains resources, useful links, research, articles, career management tools and information on career events, best practice and professional development.

Focus	Career exploration
Resource	Steve Waugh presents: Chase your dreams http://www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/Resources/Pages/ChaseyourDreams.aspx
Type	Kit
Key points	*Chase your dreams* is an innovative teaching resource which includes an interactive DVD, video, lesson plans and activities. It is designed for students between 10 and 15 years of age. The resource was distributed free of charge to all Australia schools during March 2005.

Acronyms

The following acronyms are used in the Resource for Career Practitioners and are accurate at the time of compilation of the list. Some are used in the text, and some are used in the documents that readers are referred to.

The Access Program	Australian Apprenticeships Access Program
AAC	Australian Apprenticeships Centre
ABCD	Australian Blueprint for Career Development
ACDS	Australian Career Development Studies
ACTCEA	ACT Career Education Association
AQF	Australian Qualification Framework
AQTF	Australian Quality Training Framework
CAANSW	Career Advisers Association of New South Wales
CDAA	Career Development Association of Australia
CEANT	Career Educators Association Northern Territory
CEAV	Career Education Association of Victoria
CEAWA	Career Education Association of Western Australia
CEQF	Careers Education Quality Framework
CIC	Career Information Centre
CICA	Career Industry Council of Australia
DEEWR	Australian Government Department of Education, Employment and Workplace Relations
FaHCSIA	Australian Government Department of Families, Housing, Community Services and Indigenous Affairs
IAEVG	International Association for Educational and Vocational Guidance
IYLP	Indigenous Youth Leadership Program
IYMP	Indigenous Youth Mobility Program
JSA	Job Services Australia
LLNP	Language, Literacy and Numeracy Program
MCEECDYA	Ministerial Council on Education, Early Childhood Development and Youth Affairs
NCIS	National Career Information System (*myfuture*)
NCVER	National Centre for Vocational Education Research
NQC	National Quality Council
OECD	Organisation for Economic Cooperation and Development
QASA	Queensland Association of Student Advisers
QGCA	Queensland Guidance and Counselling Association
ReCaP	Resource for Career Practitioners
SBAs/SATs	School Based Apprenticeships and Traineeships

SWL	Structured Workplace Learning
TAC	Tertiary Admissions Centre (VTAC, SATAC, QTAC, TISC, UAC)
TAFE	Technical and Further Education
TTCS	The Trade Training Centres in Schools
TRG	The Real Game Series
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools

Section 7

Indigenous Careers Advice and Support

Employment Vacancies

Australian JobSearch
JobSearch is Australia's largest free online jobs website. It is funded and operated by the Australian Government as a free service to assist job seekers into employment and connect employers with quality staff. To find opportunities specifically for Indigenous Australian job seekers, type 'Indigenous' in the 'Search' facility at http://jobsearch.gov.au/default.aspx

Indigenous Jobs Australia
Indigenous Jobs Australia is a national employment website dedicated to connecting Indigenous Australian job seekers with employers who are searching for Indigenous Australian employees. For more information go to www.indigenousjobsaustralia.com.au.

Aboriginal Employment Strategy
The Aboriginal Employment Strategy provides individually tailored assistance to help Indigenous job seekers prepare for, gain and retain jobs. For more information, visit the Aboriginal Employment Strategy website at www.aboriginalemploymentstrategy.com.

Australian Employment Covenant
The Australian Employment Covenant (AEC) provides opportunities for Indigenous job seekers to secure sustainable jobs and develop long-term careers. Local Job Services Australia providers can provide more information about accessing AEC jobs, or you can search for AEC identified jobs on JobSearch. For more information, visit the AEC website at www.aec.gov.au.

Indigenous Employment Program
Indigenous Australians can get assistance through the Indigenous Employment Program to get a job, stay employed, develop their career or own and operate their own businesses. Contact the nearest Job Services Australia provider for information about how to get involved in the program. To find a Job Services Australia provider, go to find a provider at www.deewr.gov.au/employment/jsa/jobseekersupport/pages/default.aspx#provider.

Career Opportunities

Indigenous Cadetship Support
The Australian Government can assist Indigenous students to study at Diploma, Advanced Diploma or University level, by providing support with living costs and paid work experience.

For more information visit www.ics.deewr.gov.au or call the Indigenous Employment Line on 1802 102.

Indigenous School Based Traineeships
Businesses and state/territory governments have traineeships that provide work experience for Indigenous students leading to employment in their organization on completion of Year 12.

Some examples include:

Western Australian government programs: www.community.wa.gov.au/DFC/Communities/Indigenous/PSIC/Aboriginal_School_Based_Traineeship.htm

Commonwealth Bank Indigenous Trainees for School Based Traineeship Program: www.commbank.com.au/about-us/news/media-releases/2009/160909-commonwealth-bank-recruiting-indigenous-trainees-for-school-based-traineeship-program.aspx

ANZ School based and Full Time Indigenous Traineeships:
www.anz.com/about-us/careers/indigenous-employment/Indigenous-traineeships

Government Employment Opportunities

Australian Public Service Commission
The Australian Government is committed to increasing the representation of Indigenous Australians in the Australian Public Service (APS) workforce, both in mainstream and Indigenous areas. For information on APS Indigenous Career opportunities go to:
www.apsc.gov.au/publiccalling/index.html

Many Australian, state and territory government agencies have Indigenous recruitment programs which can be found on their websites. For example: the Australian Government Department of Education, Employment and Workplace Relations: www.deewr.gov.au/Department/DEEWRJobs/Pages/IndigenousEmploymentatDEEWR.aspx.

The Indigenous Australian Government Development Program
The program offers Indigenous Australians employment over a 12 month period that includes professional and personal development opportunities. Visit www.deewr.gov.au/iagdp for more information.

Support with Education and Training

Many Australian universities offer Indigenous Summer Schools and Indigenous scholarships. Some examples are provided below:

- **University of Melbourne – Summer School** – An intensive two-week program to give talented students a taste of university life:
  http://www.trinity.unimelb.edu.au/supporting_trinity/campaign/indigenous_programs/summer_school

- **University of Melbourne – Indigenous Scholarships** – Scholarships are offered to Indigenous students to study at University of Melbourne: http://www.trinity.unimelb.edu.au/supporting_trinity/campaign/indigenous_programs/indigenous_scholarships
- **University of Sydney – Indigenous Entry Scholarships** – Scholarships are offered to Indigenous students who have achieved a Australian Tertiary Admission Rank or equivalent of 85.0 or above and who are commencing their first year of an undergraduate award course:http://www.usyd.edu.au/fstudent/indigenous/scholarships/index.shtml
- **UniSA – Gavin Wanganeen Indigenous Scholarship** – Scholarships are offered to Indigenous students who are enrolled full-time in an undergraduate. http://www.unisa.edu.au/scholarship/undergraduate/ug_unisa.asp#GWIS
- **Royal Melbourne Institute of Technology – Indigenous Cadetship Support** – This program helps Indigenous students by providing money to cover living costs while studying, as well as paid work experience in the holidays or throughout the year. http://www.rmit.org.au/browse;ID=z6jnu11c64mt1

ABSTUDY - Aboriginal and Torres Strait Islander Study Subsidy Scheme
Financial assistance for Indigenous tertiary students to remain at school, go on to further studies or undertake an Australian Apprenticeship. For more information visit: www.centrelink.gov.au/internet/internet.nsf/payments/abstudy.htm or contact your local Centrelink Customer Service Centre on 13 23 17.

Indigenous Tutorial Assistance Scheme (for tertiary students)
Provides extra tutorial support to increase Indigenous access, participation and graduation rates.

For more information visit: http://www.deewr.gov.au/Indigenous/HigherEducation/PolicyGuidelines/Pages/ITAS.aspx

Sporting Chance Program
Organisations use structured sport and recreation activities to attract and support students to become more engaged in their schooling in order to attain Year 12 qualifications/certificates. The Clontarf Foundation uses Australian Rules Football, while, other providers use a variety of sports and activities such as basketball, netball, athletics, scuba diving and dance. Visit www.deewr.gov.au/sportingchance for more information about the program, providers and projects.

Accommodation Support

Indigenous Youth Mobility Program
This program supports Indigenous young people who wish to move away from home to undertake education, training and/or employment. For more information visit www.deewr.gov.au/Indigenous/Schooling/Programs/Pages/YouthMobilityProgram.aspx

Aboriginal Hostels Limited
Aboriginal Hostels Limited provides temporary accommodation services to Aboriginal and Torres Strait Islander people. For locations of hostels and for more information visit: www.ahl.gov.au

Leadership and Development Opportunities

Indigenous Youth Leadership Program (IYLP)
The IYLP provides Indigenous young people with access to education opportunities at secondary schools and university. The program aims to ensure that Indigenous students from remote areas receive the educational opportunities and experiences to take on future leadership roles in their communities. For more information visit: www.deewr.gov.au/Youth/Pages/IndigenousYouthLeadershipProgramPartnershipBrokers.aspx

Indigenous Leadership Development Opportunities
The Indigenous Leadership Development Opportunities program offers leadership development opportunities for Aboriginal and Torres Strait Islander people over 18 years of age. The program helps emerging and potential leaders on their journey to stronger leadership, which in turn will build stronger families and stronger communities. More information may be found at: www.fahcsia.gov.au/sa/indigenous/progserv/leadership/Pages/indigenous_leadership_development_opportunities.aspx

General sites
Other relevant information may be found at:

Job Services Australia - www.deewr.gov.au/employment/jsa/Pages/default.aspx

Australian School Based Apprenticeships www.australianapprenticeships.gov.au/student/school-based.asp

Indigenous Employment information on the Australian Government Department of Education Employment and Workplace Relations website: www.deewr.gov.au/Indigenous